DOCUMENT RESUME

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By-Johnson, Harold T.; Tyer, Harold L.

Special Training Institute on Desegregation for Educational Leadership Teams from the School Systems of the First District of Georgia.

Willingboro Township Board of Education, N.J.

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Reported is a special training institute, funded by the U.S. Office of Education, on school desegregation in Georgia. Participants were school personnel and community representatives from 19 school systems of a single district. The nine-day summer institute sought to provide opportunities for self-examination and for information acquisition about a number of aspects of segregation and desegregation. Also offered were sessions concerned with desegregation plans and compliance status. The institute is said to have been timely, well received by participants, and helpful. (NH)

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Special Training Institute on Desegregation for Educational Leadership Teams from the School Systems of the First District of Georgia

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Division of Education
Georgia Southern College
Statesboro, Georgia

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SPECIAL TRAINING INSTITUTE ON DESEGREGATION FOR EDUCATIONAL LEADERSHIP TEAMS FROM THE SCHOOL SYSTEMS OF THE FIRST DISTRICT OF GEORGIA

By

Harold T. Johnson, Director
Harold L. Tyer, Associate Director

Contract No. OEC2-7-000250-2664
Public Law 88-352, Title IV,
Section 404 of the Civil Rights Act of 1964

Harold T. Johnson, Institute Director

Zach S Henderson
Zach S. Henderson, President
Georgia Southern College
Statesboro, Georgia 30458

"The Project Reported Herein Was Supported by a Contract from the U. S. Department of Health, Education, and Welfare."

October 30, 1967

UD 005 961

2. **Abstract**:

(a) Identification:

(1) Title of Project: Special Training Institute on Desegregation for Educational Leadership Teams From the School Systems of the First District of Georgia

(2) Authors of Report: Harold T. Johnson, Director, and Harold L. Tyer, Associate Director

(3) Contract No. OEC2-7-000250-2664, Public Law 88-352, Title IV, Section 404 of the Civil Rights Act of 1964

(4) Name of Program Director: Harold T. Johnson

(5) The Project Reported Herein Was Supported by a Contract From the U. S. Department of Health, Education, and Welfare.

(6) Date Submitted: October 30, 1967

(b) Dates of the Planning Phase: January 16 to May 30, 1967

Dates of the Training Phase: June 1 to August 31, 1967

Dates of Follow-Up Phase: September 1, 1967, to January 15, 1968

(c) Participants:

Number: 162

Types of Personnel:

Director of First District Services of State Department of Education, Superintendents, Principals, Teachers, Central Office Personnel, Director of Secondary Education, Visiting Teacher, Counselors, Lay Leaders, Supervisors, Curriculum Directors, and other miscellaneous school personnel.

School Systems Represented: 19

(d) The objectives of the program were to:

(1) Provide an opportunity for participants to examine their own attitudes about desegregation;
(2) Provide scholarly information and interpretation of data related to race, class, and caste;
(3) Provide instruction on the educational consequences of a segregated society;
(4) Aid participants to examine the educational and leadership implications of knowledge related to the problem;

(5) Lead participating teams in an assessment of their school system in regard to the problem;

(6) Encourage the development of realistic plans for coping with desegregation of their schools;

(7) Provide an opportunity for graduate assistants preparing to be school administrators in Georgia to develop maturity in offering leadership in civil rights compliance.

(e) Brief description of the procedures:

Training sessions of the Institute were initiated with one-day planning sessions on February 20, March 28, and April 24 held with the superintendents. These sessions were used to discuss the selection of participants, to assess the current status of compliance, to begin a sharing of approaches, to plan for consultants for the summer sessions, and to initiate the instruction. For the purpose of intensive instruction and specific planning for compliance, a series of three three-day sessions were held in the summer of 1967. Both small group discussions and large group lectures were utilized. A final one-day session for all participants will be held December 2, 1967, to discuss the effectiveness of their plans and to evaluate their Institute experience. The Institute staff will observe and consult in participating school systems upon request for the purposes of problem solving and data collecting for evaluation. During and following the formal instruction of the Institute, the instructional and research staff observed and participated in civil rights compliance activities in the school systems.

(f) Results and Conclusions:

(1) A total of 19 school systems and an average of 90 persons participated in the 9 days of the summer training phase of the Institute. The theme of the Institute, "The Community, The Staff, and The Child Face Cultural Change," was well accepted by the participants and seemed appropriate for the instructional program.

(2) The organization of the Institute into different sized groups for instructional purposes appeared to work well. The Institute staff was able to secure high quality consultants both for major presentations and small group discussions. In most cases the team members from the various school systems became well acquainted with their colleagues and accepted each other on a professional basis. In many instances no such opportunity had been encountered previously and in all instances such opportunities had been very limited.

(3) The interest of the participants was indicated by some expression of the need for further experiences of similar nature, requests for tapes of major presentations to share with fellow teachers, and the warm welcome extended to members of the Institute staff to discuss matters related to desegregation in their local school systems.

(4) It may be concluded that:

a. The Institute was held at a very appropriate time considering the gravity of the problems faced by school systems in the First District.

b. The participants were very appreciative of the efforts of Georgia Southern College and the U. S. Office of Education in making such experiences available.

c. The impact of the Institute is impossible to assess in light of the problems encountered at this time in local school systems, many of which have proceeded to desegregate in good faith but have not been able to secure the performance required by the "Guidelines." The participants are better prepared to offer leadership in this vital area now and in the future when opportunities are presented for them to do so.

d. The Institute has made a contribution to the effectiveness of the Division of Education of Georgia Southern College in this crucial area by involvement of staff and graduate students in working with these participants who face real problems.

3. Full Description of Program:

(a) Participants:

(1) Name, business address, and title of each participant:

Name	Business Address	Title
Miss Marie O'Neal	Marvin Pittman School, Statesboro	Teacher
Mrs. Sarah A. Smith	William James High, Statesboro	Teacher
Mrs. Elizabeth Sorrier	Statesboro High School, Statesboro	Librarian
Mrs. Irby Franklin	Statesboro High Achool, Statesboro	Teacher
Mrs. J. N. Allen	Woodlawn Terrace, Statesboro	Chairman, Co. P.T.A.
Mr. R. L. Akins	Nevils Elementary School, Route 6, Statesboro	Principal
Mr. J. A. Pafford	Marvin Pittman School, Statesboro	Principal
Mr. J. L. Sharpe	Statesboro High School, Statesboro	Principal
Mr. Robert Hamilton	William James High School, Statesboro	Principal
Mr. Charles Coleman	Shared Services Project, c/o Bulloch County Board of Education, Statesboro	Director
Mrs. Maude White	Bulloch County Bd. of Ed., Statesboro	Visiting Teacher
Mrs. Margaret S. Brown	Mattie Lively Elementary, Statesboro	Teacher
Mr. Robert Dowdy	Statesboro High School, Statesboro	Band Director
Mr. Edwin L. Wynn	Bulloch County Bd. of Ed., Statesboro	Superintendent
Mr. R. L. Rowlett	Chatham County Bd. of Ed., Savannah	Director of Personnel
Mr. C. E. Hardwick	Chatham County Bd. of Ed., Savannah	Supervisor of Secondary Education
Mr. R. A. Bryant	Chatham Junior High School, Savannah	Principal
Mr. J. L. Bonnette	Scott Junior High School, Savannah	Principal
Mr. Otha L. Couglas	Mercer Junior High School	Counselor
Mr. D. J. McNally	Bartlett Junior High School	Counselor
Mr. D. M. Gray	Chatham County Bd. of Ed., Savannah	Supervisor Neighborhood Youth Corps
Mr. W. C. Fordham	Savannah High School, Savannah	Principal
Mr. L. Vaughn	Chatham County Bd. of Ed., Savannah	Coordinator - Visiting Teachers
Mr. F. H. Oliver	Richard Arnold Technical School Savannah	Principal
Mr. V. L. Rhaney	Neighborhood Youth Corps, Savannah	Counselor
Mr. A. Dwight	Sol C. Johnson High School, Savannah	Principal
Dr. S. C. Adamson	Chatham County Bd. of Ed., Savannah	Director of Secondary Ed.
Mr. J. R. English	Groves High School, Garden City	Principal
Mr. Bernard Hirschuberg	Chatham County Bd. of Ed., Savannah	Supv. Social Studies
Mr. J. B. Vaughn	Central Office, Savannah	Math Supervisor
Mrs. Earl Burke	1125 East 48th Street, Savannah	P.T.A. Member
Mrs. D. A. Alexander	1626 East Duffy Street, Savannah	P.T.A. Member
Mrs. John Tretiak	225 Chatham Villa, Savannah	P.T.A. Member
Mrs. J. L. Hendry	1912 Colonial Drive, Savannah	P.T.A. Member

Name	Business Address	Title
Mrs. Rebecca Jackson	30 Culver Street, Savannah	P.T.A. Member
Mrs. Ida Mack	935 Fellwood Homes, Savannah	P.T.A. Member
Mrs. Lillian Robinson	610 Cape Street, Savannah	P.T.A. Member
Mrs. Ruthie Swinton	1317-1/2 Barnard Street, Savannah	P.T.A. Member
Mrs. Dessie J. Robinson	2312 Whitaker Street, Savannah	P.T.A. Member
Mrs. H. H. Cockcraft	608 Talmadge Avenue, Savannah	P.T.A. Member
Mrs. Henrietta Santos	312 West 46th Street, Savannah	P.T.A. Member
Mrs. Thomas M. Lewis	1704 East 36th Street, Savannah	P.T.A. Member
Mrs. C. L. Maddox	1524 Laberta Court, Savannah	P.T.A. Member
Mr. D. H. Knight	Chatham County Bd. of Ed., Savannah	Supt. of Instruction
Mrs. Annette Swann	Claxton Elementary School, Claxton	Teacher
Mrs. Marjorie Haire	Claxton Elementary School, Claxton	Teacher
Miss Lora Collins	Claxton High School, Claxton	Teacher
Miss Lillie Belle Johnson	Evans County High School, Claxton	Teacher
Mrs. Gwendolyn Strickland	Claxton Elementary School, Claxton	Teacher
Mr. George T. Durrence	Evans County Bd. of Ed., Claxton	Superintendent
Mr. R. A. Wells	Jenkins County High School, Millen	Band Director
Mr. W. L. Morgan	Jenkins County High School, Millen	Principal
Mr. Lewis Johnson	Jenkins County Elementary Sch. Millen	Principal
Mr. James L. Brown	Burgess Landrum School, Millen	Principal
Mr. Edgar L. Lane	Jenkins County Bd. of Ed., Millen	Board Member
Mrs. J. T. Averet	Jenkins County Elementary Sch. Millen	Teacher
Mr. Charles H. Elmore	Jenkins County High School, Millen	Teacher
Mrs. Bonnie D. Parker	Jenkins County Bd. of Ed., Millen	Clerk
Mrs. Lewis Johnson	Jenkins County Elementary Sch. Millen	Teacher
Mrs. W. L. Morgan	Jenkins County Elementary Sch. Millen	Teacher
Mr. E. W. Graham	Jenkins County Bd. of Ed., Millen	Superintendent
Mr. John W. Hambrick	Laurens County Bd. of Ed., Dublin	Adm. Assistant
Mrs. Doris Horne	Laurens County Bd. of Ed., Dublin	Director of Instructional Ser.
Mr. Edward L. Copenny	Mary Fleming Elementary & High School Route 5, Dublin	Principal
Mrs. Edward L. Copenny	Mary Fleming Elementary & High School Route 5, Dublin	Counselor
Mr. B. A. Johnson	B. D. Perry Elementary & High School Route 2, Dublin	Principal
Mr. Alex Woodard	Cadwell Elementary, Cadwell	Principal
Mr. Allen Smith	East Laurens High School, Dublin	Counselor
Mr. Norman Cooksey	East Laurens Elementary & High School Route 6, Dublin	Principal
Mr. U. I. Roler	Midville Elementary & High School Route 1, Dublin	Principal
Mrs. Louise Pope	Dexter Elementary High school, Dublin	Counselor
Mrs. D. J. Joiner	B. D. Perry School, Rt. 2, Dublin	Counselor
Mr. Alton L. McCullough	Laurens County Bd. of Ed., Dublin	Superintendent
Mr. J. A. Lewis	Liberty County High School, Hinesville	Teacher
Mr. E. M. Edwards	Bradwell Institute, Hinesville	Principal
Mr. W. C. Pafford	Bradwell Institute, Elemen. Hinesv.	Principal
Miss Mildren Turner	Liberty County Bd. of Ed., Hinesville	Jeanes Curr. Dir.
Mrs. Hazel Dyal	Liberty County High School, Hinesville	Teacher

Name	Business Address	Title
Mrs. Ruth Bargeron	Liberty County Bd. of Ed., Hinesville	Visiting Teacher
Mrs. Sandra Stuckey	Bradwell Institute, Elementary, Hinesville	Teacher
Mr. Jesse A. Stevens	Hineshaw Elementary	Principal
Mr. C. M. Brown	Liberty County Bd. of Ed., Hinesville	Board Member
Mrs. Jordye M. Bacon	Liberty County Bd. of Ed., Hinesville	Superintendent
Mr. H. A. Moses	Montgomery High School, Uvalda	Teacher
Mr. Richard V. Roberts	Montgomery County School, Mt. Vernon	Principal
Mrs. Kate Peterson	Montgomery County School, Mt. Vernon	Teacher
Mr. Roosevelt O. Miott	Montgomery Training School, Ailey	Teacher
Miss Gladys Days	Montgomery Training School, Mt. Vernon	Teacher
Mr. Hurtis Ricks	Montgomery County High School, Ailey	Principal
Mrs. Gladys Cummings	Montgomery Training School, Uvalda	Teacher
Mr. Emmit E. Warnock	Montgomery County Bd. of Ed.,Mt.Vernon	Superintendent
Mrs. Hazel Sears	First Street Elementary, Vidalia	Teacher
Miss Mary Clark	First Street Elementary, Vidalia	Teacher
Mr. George Brumfield	Dickerson Elementary, Vidalia	Teacher
Mr. Thomas W. Wommack	Vidalia High School, Vidalia	Teacher
Mrs. Louise Bishop	First Street Elementary, Vidalia	Teacher
Mrs. Mary Williams	Meadows Elementary, Vidalia	Teacher
Mrs. Janeth Meadows	Meadows Elementary, Vidalia	Teacher
Mr. J. R. Trippe	Vidalia City Bd. of Ed., Vidalia	Superintendent
Mr. John Hatten	Wheeler County High & Elementary, Alamo	Principal
Mr. A. M. Hilton	Glenwood Elementary, Glenwood	Principal
Mr. G. A. Weatherspoon	Wheeler C.T.S., Alamo	Principal
Mrs. Ruth Bond	Wheeler County Bd.of Ed., Alamo	Guidance Counselor
Mrs. Gwen Flanders	Wheeler County Bd. of Ed., Alamo	Curriculum Director
Mrs. Marie Causey	Wheeler County Bd. of Ed., Alamo	Counselor
Mr. Fontaine Brewton	Wheeler County High School, Alamo	Coach
Mr. William S. Clark	Wheeler County Bd. of Ed., Alamo	Superintendent
Mr. Sidney A. Jenkins	Newington, Georgia	1st Dist. Director
Mrs. Claudine Mills	Burke County Bd. of Ed., Waynesboro	Visiting Teacher
Mrs. Marjorie Edenfield	Burke County Bd. of Ed., Waynesboro	Counselor
Mr. R. E. Blakeney	Blakeney High School, Wayesboro	Principal
Mr. A. H. Gnann	Burke County Bd. of Ed., Waynesboro	Superintendent
Mrs. Bertice Jones	Midville Elementary School, Midville	Principal
Mr. J. A. Kinsaul	Swainsboro High School, Swainsboro	Principal
Mr. M. W. Sessions	Waynesboro Elementary School	Principal
Mr. G. W. Williams	R. S. Dinkins Elementary, Midville	Principal
Mrs. Lorene V. Clower	Burke County Bd. of Ed., Waynesboro	Curriculum Director
Mr. E. B. Crawford	Metter Elementary School, Metter	Principal
Mr. C. W. Williams	Metter High School, Metter	Principal
Mr. A. D. Clifton	Candler County Bd. of Ed., Metter	Superintendent
Mr. John Ross	Central Elementary School, Dublin	Principal
Mr. Tom Stewart	Dublin High School, Dublin	Principal
Mr. Charles Manning	Oconee High School, Dublin	Principal
Mr. Benny Crawley	Susie Dasher Elementary, Dublin	Principal

Name	Business Address	Title
Mr. G. T. Jarrard	Screven County Bd. of Ed., Sylvania	Superintendent
Mrs. Azile Oliver	Screven County Bd. of Ed., Sylvania	Curriculum Director
Mrs. Evelyn Stegins	Screven County Bd. of Ed., Sylvania	Visiting Teacher
Mrs. Virginia Miller	Screven County High School, Sylvania	Teacher
Mr. W. J. Tyre	Sylvania Elementary School, Sylvania	Principal
Mrs. G. T. Jarrard	Sylvania Elementary School, Sylvania	Teacher
Mrs. Eloise Flagg	Sylvania Central School, Sylvania	Counselor
Mr. Wilbert Maynor	Annie E. Daniels School, Sylvania	Principal
Mr. Ralph G. Hugg	Darien High & Elementary, Darien	Principal
Mr. C. A. DeVilars	Todd Grant, Darien	Principal
Mr. W. E. Ethington	McIntosh County Bd. of Ed., Darien	Superintendent
Mr. Oscar Adams	Wrightsville Elementary, Wrightsville	Principal
Mr. Roosevelt King	Dock Kemp School, Wrightsville	Principal
Mr. James N. Holton	Johnson County High School, Wrightsville	Teacher
Mrs. Dex Elva Dominy	Johnson County Bd. of Ed., Wrightsville	Visiting Teacher
Mrs. Ruth C. Brinson	Johnson County High School, Wrightsville	Counselor
Mr. Ray Davis	Wrightsville High School, Wrightsville	Coach
Miss Mary P. Mills	Wrightsville Elementary, Wrightsville	Teacher
Miss Eugenia Kay	Dock Kemp School, Wrightsville	Teacher
Mr. David Adams	Wrightsville Elementary, Wrightsville	Teacher
Mr. Buren Claxton	Johnson County Board of Education, Wrightsville	Wuperintendent
Mrs. Elizabeth W. Harn	Bryan County High School, Pembroke	Teacher
Mrs. Nina A. Zipperer	Richmond Hill High School, Richmond Hill	Teacher
Mrs. Margaret D. Curl	Bryan County High School, Pembroke	Teacher
Mr. Albert Odom	Black Creek Elementary School, Ellabelle	Principal
Miss Jean S. Shuman	Black Creek Elem. School, Ellabelle	Teacher
Mr. J. R. DeLoach	Bryan County Bd. of Ed., Pembroke	Superintendent
Mr. Cecil Reddish	Swainsboro High school, Swainsboro	Teacher & Coach
Mr. M.L. Reid	Emanuel County Institute, Twin City	Teacher & Coach
Mr. Jesse Cruce	Emanuel County Bd. of Ed., Twin City	Board Member
Mrs. Eloise Vinning	Emanuel County Elementary & High, Swainsboro	Teacher
Mr. Derrell Hendley	Emanuel County Institute, Swainsboro	Teacher
Mrs. Precious E. Baldwin	Emanuel County Institute, Swainsboro	Teacher
Mr. Walter Gambrell	Swainsboro Elementary School Swainsboro	Principal
Mr. V. E. Glenn	Swainsboro Grammar School, Swainsboro	Principal
Mr. R. H. Skinner	Emanuel County Board of Education, Swainsboro	Title I Coordinator
Mrs. Sallie E. Davis	Lyons High School, Lyons	Teacher
Mrs. Editha Hooks	Treutlen County Elementary & High Soperton	Teacher

(2) Breakdown of: racial composition, the number of each type of school personnel represented, the school systems represented, and the schools within each system represented:

Racial Composition:		
	White	120
	Negro	42

Number of each type of school personnel represented:

Teachers	50
Principals	43
Superintendents of Schools	14
P.T.A. Leaders	14
Counselors	10
Visiting Teachers	6
Curriculum Directors	4
Board Members	3
Band Directors	2
Librarian	1
Clerk	1
Director-Shared Services Project	1
Director of Personnel	1
Supervisor of Secondary Education	1
Supervisor-Neighborhood Youth Corps	1
Counselor-Neighborhood Youth Corps	1
Director of Secondary Education	1
Supervisor of Social Studies	1
Title I Coordinator	1
Guidance Coordinator	1
Director of Instruction	1
Administrative Assistant	1
Supervisor of Instruction	1
Math Supervisor	1
Director-First District Services State Department of Education	1

The school systems and the schools within each system represented:

School System	School
Bryan County	Bryan County High School Richmond Hill High School Black Creek Elementary School
Bulloch County	Marvin Pittman Laboratory School William James High School Statesboro High School Nevils Elementary School Mattie Lively Elementary School

School System	School
Burke County	Blakeney High School
	Midville Elementary School
	Waynesboro Elementary School
	S. R. Dinkins Elementary School
	Waynesboro High School
Candler County	Metter Elementary School
	Metter High School
Chatham County	Chatham Junior High School
	Scott Junior High School
	Mercer Junior High School
	Bartlett Junior High School
	Savannah High School
	Richard Arnold Technical High School
	Sol C. Johnson High School
	Groves High School
Dublin City	Central Elementary School
	Dublin High School
	Oconee High School
	Susie Dasher Elementary School
Emanuel County	Swainsboro High School
	Emanuel County Institute
	Emanuel County Elementary & High School
	Swainsboro Elementary School
Evans County	Claxton Elementary School
	Claxton High School
	Evans County High School
Jenkins County	Jenkins County High School
	Jenkins County Elementary School
	Burgess Landrum School
Johnson County	Wrightsville Elementary School
	Dock Kemp School
	Johnson County High School
	Wrightsville High School
Laurens County	Mary Fleming Elementary & High School
	B. D. Perry Elementary & High School
	Cadwell Elementary School
	East Laurens Elementary & High School
	Midville Elementary & High School
	Dexter Elementary & High School

School System	School
Liberty County	Liberty County High School Bradwell Institute Bradwell Institute Elementary Bacon Primary School Hineshaw Elementary
McIntosh County	Darien High & Elementary School Todd-Grant School
Montgomery County	Montgomery High School Montgomery County School Montgomery Training School
Screven County	Screven County High School Sylvania Elementary School Sylvania Central High School Annie E. Daniels School
Toombs County	Lyons High School
Treutlen County	Treutlen Elementary & High School
Vidalia City	First Street Elementary School Dickerson Elementary School Vidalia High School Meadows Elementary School
Wheeler County	Wheeler County High & Elementary School Glenwood Elementary School Wheeler C.T.S.

(b) Permanent Staff:

(1) Dr. Harold T. Johnson, Professor of Education, directed the program. The experience of the Director in conducting professional conferences and in-service education as well as the warm relationships that he has developed with school personnel in the First District during the past six years enabled him to develop and direct this Institute even though it dealt with a controversial subject.

Dr. Harold L. Tyer, Associate Professor of Education, served as Association Director. He assisted in every phase of the Institute except the business operation and was especially helpful in program planning and securing consultants. He served in many capacities during the training session; however, his most notable contribution was in making presentations related to the legal aspects of desegregation.

John Hathcock, Instructor of Education, coordinated the efforts of the graduate assistants in preparing physical facilities, securing instructional aides, leading small group discussions, and writing the conference reports.

Graduate Assistants were: Robert Turknett, Mrs. Mary Ann Lewis, Mrs. Mary Francis Hanson, Charles W. Thompson, William A. Norton, Schuyler Reynolds, Shelton Evans, Walter B. Simmons, Wilbert Maynor, Earl Vaughan, and James Kauffman. The graduate assistants participated in the activities listed above with Mr. Hathcock. They performed at a very high level in carrying out these responsibilities. They also aided in transporting the consultants. It should be noted that their participation served a dual purpose. The first purpose was their contribution to the execution of the Institute program. The second, and equally as important purpose, was for them to develop understanding and leadership ability in dealing with problems of desegregation.

Mrs. Elise H. Deal, secretary, performed effectively all duties assigned to her in operating the office, preparing correspondence, and preparing instructional materials.

(2) Consultants and Guest-Lecturers:

Dr. Fred Venditti, Educational Opportunities Planning Center, Knoxville, Tennessee 37016 (February 20)

Dr. Venditti was effective in initiating the discussion of the purpose, function, and contributions of an institute to the superintendents who were convened in the first planning meeeting of the Institute. One indication of his effectiveness was the relationship established with the Savannah and Chatham County Public Schools wereby they invited him and other staff members and consultants from his consulting center to participate in desegregation activities in their school system.

Clifford E. Hardwick, III, Supervisor, Secondary Education, Savannah and Chatham County Public Schools, Savannah, Georgia (March 28)

Mr. Hardwick discussed the necessity of quality education in the public schools and emphasized that where quality is present race becomes of little significance. His appearance was of essence because he was the first Negro to appear on the program and because he was from one of the school systems represented in the Institute.

Dr. John P. Deason, Superintendent, Troy City Schools, Troy Alabama (March 28)

Dr. Deason spoke enthusiastically of his experiences relating to the desegregation of the schools of Troy, Alabama, and of a similar Institute under Title IV. His analysis of problems was helpful to superintendents who faced similar situations.

Ewell Bassett, Bassett Packing Company, Troy, Alabama (March 28)
Mr. Bassett, speaking as a board member, gave a positive reinforcement to Dr. Deason's presentation concerning desegregation in his school system. He shared presentations which he and other board members made to community groups in preparing their citizens for desegregation.

Dr. Donald Hawk, Director of Student Teaching, Georgia Southern College, Statesboro, Georgia (April 24)
Dr. Hawk was able to discuss effectively the problems related to preparing teachers for bi-racial schools. A part of this effectiveness was related to his role as director of student teaching. He was engaged in placing student teachers from Georgia Soutern College in most of the school systems represented by those present.

Dr. Thelma Harmond, Chairman, Division of Education, Savannah State College, Savannah, Georgia (April 24)
Dr. Harmond gave a knowledgeable presentation related to the culture which has provided numerous experiences for Negroes to relate to white children with few opportunities for white teachers to relate to Negro children. The superintendents appeared to accept her as a professional colleague which the Institute staff considered very important since she is in a prominent role of leadership in the predominately Negro institution which will of necessity be the source of Negro teachers for the area served by the Institute.

Dr. Ralph B. Kimbrough, Head, Department of Educational Administration and Supervision, College of Education, University of Florida, Gainesville, Florida (June 12)
Dr. Kimbrough, an educator with great depth in political science, presented two major addresses dealing with political power structure as it relates to education. He presented information to show that educators generally are not very politically oriented and need to become more aware of the power structure. He was very convincing in his premise that if educators elicit the support of power figures they can influence community decisions.

Dr. Shelby Monroe, Professor of Education, Georgia Southern College, Statesboro, Georgia (June 12)
Dr. Monroe served as an interrogator in a large group session and as a small group discussion leader.

Matt W. Williamson, Assistant Professor of Political Science, Georgia Southern College, Statesboro, Georgia (June 12)
Mr. Williamson asked appropriate questions of Dr. Kimbrough to provide for an interdisplinary approach to community-school problems.

Dr. John Lindsey, Associate Professor of Education, Georgia Southern College, Statesboro, Georgia (June 12)
Dr. Lindsey served as a small group discussion leader.

Dr. Truman M. Pierce, Dean, School of Education, Auburn University, Auburn, Alabama (June 13 & 14)

Dr. Pierce, an educator of national reputation, manifested a mature understanding of the cultural and economic problems which exist in the South. His analysis of these problems were lucid and forceful. He emphasized the importance of educators becoming involved in the solution of these problems. The Institute staff was fortunate to have this personable leader to relate with the Institute participants in small groups on his second day in the Institute.

Dr. Kemp Mabry, Assistant Professor of Education, Georgia Southern College, Statesboro, Georgia (June 13)

Dr. Mabry served as a small group discussion leader.

Dr. Robert Lewis, Associate Professor of Education, Georgia Southern College, Statesboro, Georgia (June 13)

Dr. Lewis served as a small group discussion leader.

Dr. Morrill M. Hall, Associate Professor of Education, University of Georgia, Athens, Georgia (June 13)

While serving as an interrogator, Dr. Hall made comments and asked questions which led the thinking of the participants following a major presentation of Dr. Pierce. Dr. Hall was invited to provide coordination between this Institute and the consulting center for which he had applied at the University of Georgia. He ably presented a brief description of the potential operation of that center.

Dr. Harris W. Mobley, Associate Professor of Sociology, Georgia Southern College, Statesboro, Georgia (June 14)

Dr. Mobley, an anthropologist, emphasized the importance of studying and understanding other cultures. His extensive background and personal experiences in West Africa gave great force to his presentation.

Dr. Vernon F. Haubrich, Professor of Education, University of Wisconsin, Madison, Wisconsin (July 10)

His dynamic presentations relating to studies of ethnic isolation in Harlem and on Indian reservations enabled the participants to perceive the causes and relationships of racial segregation in the South and to see that these problems are not unique to this region. He presented ideas related to teaching and teacher preparation for disadvantaged groups which challenged the thinking of the participants.

Dr. Donald Hawk, Director of Student Teaching, Georgia Southern College, Statesboro, Georgia (July 10)

Dr. Hawk introduced Dr. Haubrich and served as a small group discussion leader.

Dr. Thelma Harmond, Chairman, Division of Education, Savannah State College, Savannah, Georgia (July 10)

This was Dr. Harmond's second appearance in the Institute and her first appearance in the summer session with a large group of white and Negro participants. She served well as an interrogator and small group discussion leader.

Dr. Richard Ottinger, Director, Intense Learning Center, Glynn County Schools, Brunswick, Georgia (July 10)

Dr. Ottinger, as director of a learning center, was able to present very practical questions concerning disadvantaged children. He served as an interrogator and small group discussion leader.

Dr. Leon Culpepper, Director of Instruction, Waycross City Schools, Waycross, Georgia (July 11)

Dr. Culpepper presented a helpful description of the processes used in developing evaluative criteria for teachers in his school system. He discussed and distributed instruments used for evaluative purposes.

Dr. Paul McLendon, Director of Curriculum, Duval County Schools, Jacksonville, Florida (July 11)

Dr. McLendon gave a brief description of in-service education conducted by his school system. He also discussed sanctions imposed on the Florida schools by the profession.

Dr. Haskin Pounds, Assistant Professor of Education, University of Georgia, Athens, Georgia (July 11)

Dr. Pounds discussed reorganization of school districts, schools, and instructional programs to facilitate both desegregation and improvement of instruction. His presentation included helpful suggestions which could be used by participants in their own school systems.

Dr. Ralph Tyson, Dean of Students, Georgia Southern College, Statesboro, Georgia (July 11)

Dr. Tyson related meaningfully in informal discussion with the superintendents in discussing the problems which are peculiar to their area of professional responsibility.

John Nunnally, Instructor of Education, Georgia Southern College, Statesboro, Georgoa (July 11)

Mr. Nunally served as a small group discussion leader.

Dr. Charles Gomillion, Professor of Sociology, Tuskegee Institute, Alabama (July 12)

Dr. Gomillion made a forceful presentation concerning the perception of the topics at hand as perceived by the educated middle-class southern Negro. He showed a keen understanding of the problems from the view-point of a scholar in Sociology and an active participant in seeking civil rights in the southern community.

James H. Williams, Director, Southeast Regional Office, National Education Association (July 12)

Mr. Williams discussed with insight and authority the problems arising from the proposed merger of Negro and white professional organizations. He pointed out the processes and timing on mergers in the national and state levels and challenged the participants to offer leadership for mergers at the local level.

Mrs. Jannette Hayes, Principal, Moses J. Jackson Elementary School, Savannah, Georgia (July 12)

Mrs. Hayes told of her experiences regarding the evaluation of teachers in the Moses J. Jackson Elementary School and distributed a check list of criteria employed in the evaluation of teachers. She was able to elicit strong positive response from both white and Negro participants.

Dr. Robert J. Havighurst, Professor of Education, University of Chicago, Chicago, Illinois (August 7)

Dr. Havighurst's presence contributed greatly to the success of our Institute. His prestigeous position helped to establish a high level of interest and reaction from the participants. He discussed with profound understanding the problems related to the education of disadvantaged children from the view-point of national policy and local school application.

Dr. Ralph Lightsey, Assistant Professor of Education, Georgia Southern College, Statesboro, Georgia (August 7)

Dr. Lightsey served as a small group discussion leader.

Dr. Arthur Strickland, Assistnat Professor of Education, Georgia Southern College, Statesboro, Georgia (August 7)

Dr. Strickland served as a small group discussion leader.

Dr. Andrew Edwards, Associate Professor of Education, Georgia Southern College, Statesboro, Georgia (August 7)

Dr. Edwards served as a small group discussion leader.

Miss Gladys Waller, Assistant Professor of Education, Georgia Southern College, Statesboro, Georgia (August 7)

Miss Waller served as a small group discussion leader.

Dr. William McKenney, Professor of Education, Georgia Southern College, Statesboro, Georgia (August 7)

Dr. McKenney served as an interrogator. His professional background in anthropology and sociology provided a base from which he was able to discuss further issues relating to social class.

Dr. Harris Mobley, Associate Professor of Sociology, Georgia Southern College, Statesboro, Georgia (August 7)

Dr. Mobley served as an interrogator following the presentations of Dr. Havighurst. His pertinent comments indicated a high degree of preparation and knowledge in the area under consideration.

Dr. Frank Ramsey, Assistant Professor of Health and Physical Education, Georgia Southern College, Statesboro, Georgia (August 8)

Dr. Ramsey gave an authoritative description of health impairment caused by disadvantagement. He discussed compensatory diets and instructional activities appropriate for these children.

Dr. Howard Moseley, Associate Professor of Education, Georgia Southern College, Statesboro, Georgia (August 8)

Dr. Moseley, a former principal, discussed his experiences with teacher-pupil relationships during the period of desegregation. He suggested orientation procedures to provide for teacher acceptance of all students and the provision of an appropriate learning atmosphere.

Dr. William Hitchcock, Professor of Education, Georgia Southern College, Statesboro, Georgia (August 8)

Dr. Hitchcock, a specialist in the area of guidance and counseling, discussed peer-group relationships. He also discussed the role of the school staff in providing relationships which contribute to a learning environment.

Dr. Robert Threatt, Associate Professor of Education, Fort Valley State College, Fort Valley, Georgia (August 9)

Dr. Threatt presented a very scholarly paper on academic achievement of culturally different children. His views on current social issues expressed during the discussion period were somewhat controversial. He expressed quite strongly the Negro view-point regarding racial issues.

Dr. Jewel Wade, Assistant Professor of Education, Georgia Southern College, Statesboro, Georgia (August 9)

Dr. Wade described with vigor the components of the adequate self-concept. She gave examples of the problems which children from disadvantaged homes have in perceiving their own worth. She illustrated ways in which teachers could provide situations for children to overcome their disabilities in this area.

(c) Content:

The program of the Leadership Institute may be divided into two phases--planing and implementation.

The planning phase involved the staff of the Institute and superintendents in the first district in three one-day sessions held on the college campus during February, March, and April. Consultants were present at each of these sessions to discuss major problems which must be considered in program planning and in the superintendent's role in desegregation. Topics discussed covered such areas as classroom instruction, public relations, legal implications, and administrative leadership. (See Appendix A for more complete summary of the planning sessions.)

One outcome of the planning sessions was the general theme "The Community, Staff, and Student Face Cultural Change" for the three sessions to be held during the summer.

The second phase of the Institute program was the implementation of the planning phase and involved an average of 90 participants each day for the three three-day sessions during the summer months.

The first three-day session was held June 12-14 at Statesboro High School. (See Appendix B for summaries of all presentations made during this session.) The program was centered around the theme "The Community Faces Cultural Change." Dr. Ralph Kimbrough, University of Florida, discussed the power structure in relationship to cultural change. Dr. Truman Pierce, Dean, School of Education, Auburn University, spoke from a background of his rich experience as an educator in the social and cultural changes taking place in the South. Dr. Harris Mobley, Associate Professor in the Social Science Division of Georgia Southern College conducted small groups in a study of the anthropologist's viewpoint regarding racial characteristics which are significant to an understanding of cultural changes taking place around the world. Dr. Harold L. Tyer, Associate Director of the Institute, conducted small class groups in an investigation of current legal developments in the desegregation of the schools.

The second session of the summer program was held July 10-12. The theme for the session was "The School Staff Faces Cultural Change." (See Appendix C for more complete summaries of the presentations at this session.) Dr. Vernon F. Haubrich, Professor of Education, University of Wisconsin, was a major consultant for this session. Dr. Haubrich spoke from personal experiences and from research related to the role of the teacher in working with the culturally disadvantaged.

Other topics related to the theme of the session were "Teacher Evaluation" with Dr. Leon Culpepper, Mrs. Jannette Hayes, and Dr. Harold L. Tyer; "In-Service Education" with Dr. Paul McLendon; "Organizational Patterns That Would Facilitate Integration" with Dr. Haskin Pounds;

"Leadership for Affirmative Action" with Dr. Harold T. Johnson; "Inter-Cultural Understandings" with Dr. Charles C. Gomillion; and "Teacher Organizations" with James H. Williams.

The third summer session of the Leadership Institute was held August 7-9 at Statesboro High School and on the campus of Georgia Southern College. The program emphasized the theme of this session, "Students Face Cultural Change." The major consultant for this session was Dr. Robert J. Havighurst, Professor of Education, University of Chicago, a highly informed and competent educator who led the session toward an understanding of the disadvantaged child. He emphasized the point that the culturally disadvantaged child could be found among all racial groups.

Other topics which were designed to emphasize the theme of the session were: "Physical Fitness and Health" with Dr. Frank Ramsey; "Teacher-Pupil Relationships" with Dr. Howard Moseley; "Peer-Group Relationships and the Disadvantaged Child" with Dr. William Hitchcock; "Closing the Academic Achievement Level Gap" with Dr. Robert Threatt; "The Development of Self-Concept" with Dr. Jewel Wade; and "Educational Media" with Wilbert Maynor and William Norton.

The third session closed with a general session in McCroan Auditorium at which Dr. Harold T. Johnson, Director of the Institute, made comments summarizing the program of the summer. He noted that progress had been made towards establishing lines of communication between the races and suggested to the participants that they must play an important part in their respective school system to bring about changes toward compliance with the law. (See Appendix D for more complete summary of the third session.)

(d) Methods:

The Institute was conducted in various ways in each session. The methods were those which are most conducive to maximum participation by a large group of participants. Major addresses were presented to the entire group. Small group discussions were held in which those present were urged to discuss the major points of the address which had been delivered. An attempt was made in each group by the discussion leader to involve all the participants in discussing points which were relevant to their own responsibility.

When two major addresses were given by the visiting consultant, the program featured an interrogation period in which invited experts posed questions concerning the topics under discussion. These interrogations were followed by questions from the floor and further discussion by the visiting lecturer.

In addition to major addresses and small group discussions, classes were conducted in various specialized areas closely related to the theme of the session. The class sessions were very informative and many areas which could not have been presented effectively to a large group were studied extensively. The nature of some of the topics lent themselves more to a teacher-student dialogue than to an address type presentation. The discussion groups were organized to provide a balance in professional position and racial composition of the group.

A system which was also employed was one of structuring groups according to positions such as principals, counselors, teachers, lay participants, etc. This permitted discussion of the topics as they most related to each particular group. On two occasions, meetings of leadership teams from participating school systems were scheduled.

(e) Teaching Aids:

The teaching aids employed included overhead projectors, motion pictures, diagrams, mimeograph material, charts and booklets dealing with prejudice, race, and integration. Printed material were disbributed from time to time by members of the staff. Among these were:

Prejudice - How Do People Get That Way? by William Van Til,
The Desegregation of Atlanta Public Schools published by B'Nai Brith,
The Races of Man by Ashley Montagu,
Current Legal Developments in School Desegregation by Harold L. Tyer,
Summaries of the reports of meetings,
Tapes were made of major presentations for distribution as requested.

(f) Consultation and Guidance:

The Institute staff was able to do considerable consulting during the Instiute. This service began in the early days of the contract period when members of the staff visited school systems seeking their cooperation and participation in the Institute. In these visits, the Institute staff was able to discuss the status of the school systems in regard to desegregation. The planning meetings held with superintendents for one-day each in February, March, and April with approximately 15 in attendance provided an opportunity for considerable informal contact with the participants.

The summer phase of the Institute provided additional opportunities for consulting and guidance. The size of the staff was increased to involve three professional staff members and seven graduate assistants. In addition to the contacts during the summer phase of the program, the staff members consulted with individuals in small groups concerning their local problems. Much of this contact was with principals, teachers, and lay partipants which provided additional communication and understanding on local problems of desegregation. These discussions often involved members of the opposite race.

The consulting and guidance phase of the program is continuing in the early fall as the Institute staff continued follow-up visits to each of the school systems participating in the Institute. The school personnel talked rather freely with the Institute staff members which allows the staff to pose questions which cause the school personnel to consider more alternatives than would normally be considered. These visits have been appreciated by the superintendents and other personnel and appeared to have been of considerable value to them.

(g) Informal Program:

The informal program consisted to team members from the participating counties traveling together daily, coffee breaks in the morning and afternoon, and informal contacts during the lunch hour. During these activities it was not unusual at all to see team members, nearly all of which included both races, chatting or having lunch together. This phase of the program was most successful since we had not anticipated as much informal contact as was in evidence. The Institute staff did not formally structure the program to force informal contact while traveling or having lunch. However, the very atmosphere of the Institute encouraged such contact.

(h) Facilities:

The facilities for the Institute have generally been adequate. The office space has been crowded, but the institution has purchased a temporary building in which the Institute will be housed with adequate space November 1, 1967. Equipment for the Institute staff including telephone, typewriter, reproduction equipment, and office furniture have been adequate. The crowded condition at Georgia Southern College gave the staff of the Institute some concern when trying to provide air-conditioned space for all of the summer program. However, the Institute staff was able to secure the new and modern air-conditioned Statesboro High School building in which to hold most of the meetings. The Institute met on the campus only on days when small rooms were needed. On occasions these rooms were crowded and warm. Even though the facilities on the campus were crowded, we feel that it was advisable to hold some of the meetings on campus to allow for a greater identification of the Institute with the college in the minds of the participants. We also feel that it was beneficial to our regular student body to have this bi-racial group meeting on the campus.

(i) Participation of Local School Systems:

Table 1 shows the number of participants from each eligible school system in the various planning and training sessions conducted by the Institute staff. It will be noted that a total of 162 different persons have participated in the Institute sessions. 19 school systems have been involved in at least one of the meetings. Only 3 school systems have not had participants in the Institute sessions. Each of these school systems has been visited at least once by members of the Institute staff. The Institute staff plans to invite each of the 162 participants to the final session on December 2, 1967. It is anticipated that the 19 school systems will have participants in this session.

Table 1

NUMBER PARTICIPATING IN PLANNING AND TRAINING

SESSIONS FROM ELIGIBLE SCHOOL SYSTEMS

School System	Feb	Mar	Apr	June			July			August		
	20	28	24	12	13	14	10	11	12	7	8	9
Bryan County Schools	1	1	0	3	3	3	4	4	4	4	3	3
Bulloch County Schools	1	1	1	6	5	6	5	5	5	13	11	10
Burke County Schools	0	2	1	6	5	6	4	4	4	5	4	5
Candler County Schools	1	1	0	1	1	2	1	1	1	2	2	2
Chatham County Schools	1	1	2	14	14	13	24	24	22	22	21	27
Dublin City Schools	0	0	0	1	1	1	3	4	3	3	3	3
Effingham County Schools	0	0	0	0	0	0	0	0	0	0	0	0
Emanuel County Schools	1	1	1	5	5	5	6	6	5	6	6	6
Evans County Schools	1	0	0	5	5	5	5	5	5	5	5	5
Jenkins County Schools	0	1	1	2	2	1	4	5	5	6	6	5
Johnson County Schools	0	0	1	4	4	4	4	5	5	7	7	8
Laurens County Schools	1	1	1	5	5	5	4	5	5	10	10	10
Liberty County Schools	0	1	1	3	5	4	4	5	6	1	2	2
Long County Schools	0	0	0	0	0	0	0	0	0	0	0	0
McIntosh County Schools	0	1	1	0	0	0	3	3	3	0	0	0
Montgomery County Schools	1	1	1	4	3	3	4	5	5	4	4	4
Screven County Schools	1	1	2	4	4	5	5	5	5	5	5	5
Tattnall County Schools	0	0	0	0	0	0	0	0	0	0	0	0
Toombs County Schools	0	0	0	0	0	0	0	0	0	1	1	1
Treutlen County Schools	0	0	0	0	0	0	0	0	0	1	1	1
Vidalia City Schools	1	0	0	7	7	7	5	5	5	5	5	5
Wheeler County Schools	0	1	1	4	5	5	4	4	3	4	4	2
State Department	1	1	1	1	1	1	1	1	0	1	1	1

(j) Plans for Follow-Up:

The Institute staff has the following plans:

(1) To make a field trip to as many school systems as practical to discuss the current status of desegregation and the plans being made with the school officials and to visit many Institute participants on the job to discuss the value of the Institute program and discuss current problems related to this area.

(2) To provide tapes, films, and other leadership in in-service programs related to the purpose of the Institute.

(3) To cooperate with professional organizations and other agencies. For example, the Institute Director has been invited to speak to the principals of Region 8 of the Georgia Teachers Education Association on the theme "The Implementation of Integration in the School and Faculty." This is the first such invitation to an all-Negro organization.

(4) The last training session of the Institute will be conducted December 2, 1967, to which all 162 persons who have attended a session of the Institute will be invited. This day will have a dual purpose of further instruction and evaluation. The formal evaluation phase will be handicapped because only 75 participants were present on the first day of the Institute when they were asked to fill out pre-evaluation forms.

(k) Evaluation Procedures:

The participants of the Institute were selected professional educators and lay leaders appointed by the superintendents of the school districts of the First Congressional District. A personal data form and opinionnaire was distributed on the first day of the June session. The information obtained, while not complete, is representative and can be used to construct a description of the participants.

The age range was from 22 to 67. Fifty-four of the participants were white; thirty males and twenty-four females. Eighteen were Negroes; eleven males and seven females. Forty-four indicated that they had served in schools with desegregated student bodies. Of these four were Negroes and forty were white. Twenty-two reported that they had served on desegregated faculties, of these six were Negroes and sixteen were white. Several expected to be serving in schools with desegregated faculties and/or student bodies in the fall of 1967. Thirty indicated that both faculty and students would be desegregated; four expected only the faculty to be desegregated and twenty expected only the student body to be desegregated.

Four of the participants were superintendents, eighteen were principals, twenty-six were teachers, three were curriculum directors, one was a visiting teacher, and nineteen were in other capacities. Twenty-six have held their current positions for less than five years, twenty-four for five to fifteen years, and twelve for more than fifteen years.

Twenty-one of the participants held Bachelor's degrees, thirty-six Master's degrees, ten Six Year Certificates, and one a Doctor of Education degree.

There were nineteen school systems represented in the Institute. There were forty-four participants from school systems with less than ten schools, twelve participants in systems with 11 to 20 schools, and twelve participants from systems with 21 schools or more.

The participants in the Institute came almost exclusively from schools with less than 10% desegregation (that is, less than 10% crossovers from the other race.) Twenty-seven of the participants reported their faculty completely segregated, while the remainder reported some crossovers in the faculty of the school to which they are assigned.

The participants were asked five questions designed to gain some indication of their attitude toward the desegregation taking place in their schools. The questions and total group responses were as follows:

If my own school-age children were required to attend a school which is predominently of another race, I would:

A.	Refuse	7
B.	Agree, only if there were no alternatives	16
C.	Agree with reservations	25
D.	Agree	19
E.	Welcome the opportunity	1

If I were a principal and asked to participate in inter-scholastic activities with schools of a different race, I would:

A.	Refuse	0
B.	Agree, only if there were no alternatives	6
C.	Agree with reservations	24
D.	Agree	32
E.	Welcome the opportunity	7

If I were a teacher and asked to teach an integrated classroom, I would:

A.	Refuse	0
B.	Agree, only if there were no alternatives	5
C.	Agree with reservations	17
D.	Agree	43
E.	Welcome the opportunity	6

If I were a faculty member and asked to serve in a school with a desegregated faculty, I would:

A.	Refuse	0
B.	Agree, only if there were no alternatives	5
C.	Agree with reservations	22
D.	Agree	37
E.	Welcome the opportunity	8

If I were a faculty member and my superintendent asked me to transfer to a school that is predominantly of another race, I would:

A.	Refuse	5
B.	Agree, only if there were no alternatives	14
C.	Agree with reservations	26
D.	Agree	22
E.	Welcome the opportunity	8

These attitudinal responses were further analyzed by classifying the responses of the participants according to whether they were Negro or white and by further classifying their responses in the age groups of 22-35, 36-50, and 51-up. The significance of the age groups was as follows:

1. 22-35 -- Those participants whose ages fell in this group were in public school or in college at the time of the Brown decision, in 1954.

2. 36-50 -- Those whose ages fell in this group were either just beginning their professional career or had had up to fifteen years of experience in school work. These participants are now in the middle years of professional work and have had time to feel the full impact of the Brown decision.

3. 51-Up -- Those participants in this age group are in the latter years of their professional career. They had already been involved in education from fifteen to thirty-two years at the time of the Brown decision. The responses to attitudinal questions 10-11-12-13-14 are shown in the following tables II and III.

Three assumptions that are generally accepted may be examined in the light of the data:

1. Young people are generally more liberal in the social attitudes than older people.
2. Older people are less inclined to change their social attitudes than younger people and the older a person the more rigid and unchaning his attitudes become.
3. Negroes are more liberal in their social attitudes involving desegregation than white people.

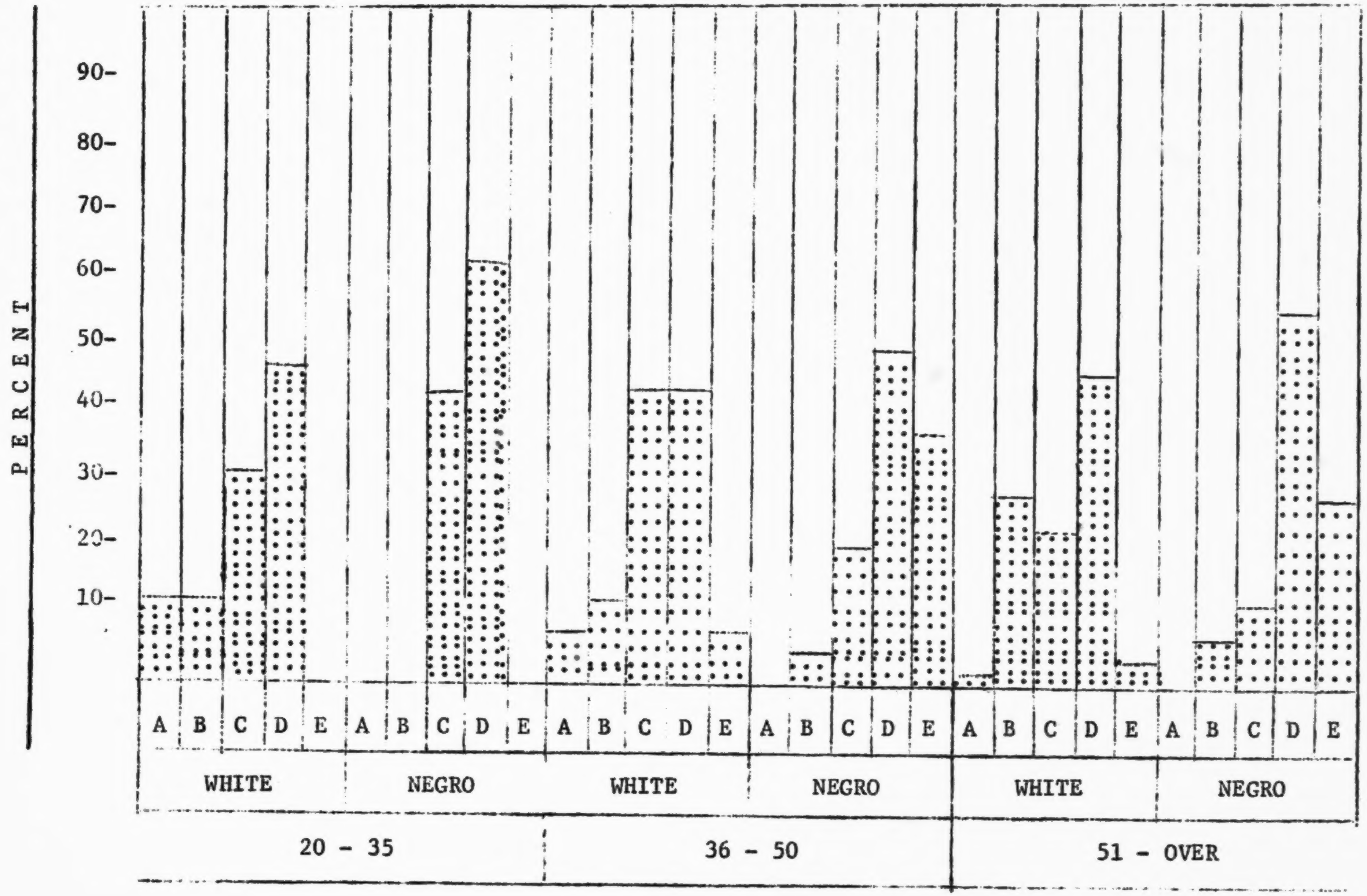
TABLE II RESPONSES OF PARTICIPANTS TO ATTITUDINAL QUESTIONS ACCORDING TO RACE AND AGE GROUPS

				Question 10					Question 11					Question 12					Question 13					Question 14				
AGE	RACE	SEX	NO	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
20 - 35	W	M 5 F 2	7	2	2	1	1			1	3	3				2	5				2	5		2	1	3	1	
	N	M 1 F 2	3			1	2				1	2				1	2				1	2				2	1	
36 - 50	W	M 16 F 14	30	4	8	13	5			2	13	14	1		2	11	16	1		1	11	15	3	3	5	11	9	2
	N	M 7 F 5	12			4	6	2			3	4	5		1		7	4		1		5	6			4	5	3
51 - +	W	M 9 F 8	17	1	5	3	6	2		5	4	7			3	3	11			3	5	9			8	4	4	1
	N	M 3 F 0	3			2	1					2	1				2	1		1		1	1				2	1

KEY

A-Refuse
B-Agree only if there were no alternatives
C-Agree with reservations
D-Agree
E-Welcome the opportunity

TABLE III A COMPARISON OF AGE AND RACE GROUPS WITH REGARD TO FIVE ATTITUDINAL QUESTIONS*



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*The percentages shown on the graph were derived by adding the responses on all five questions that fell in the A, B, C, D, or E category. The scale for these categories is found at the bottom of Table II. It should be noted that one participant in the white 20 to 35 age group did not respond.

While no firm conclusions can be drawn on these limited data, some indications may be noted. When the data were stated in terms of percentages, it appears that younger Negroes do have a more positive perception of the changes taking place in our society. The wide-spread militancy of Negroes, especially in colleges of the nation, may be a factor here. Moreover, Negroes of their age group now have children in the public schools and they want to secure for them the best education possible. The integrated school provides such an education. Older Negroes, likewise, seemed to have a more positive view of desegregation than their white counterparts. A possible factor influencing this group could be their identification with the white community with less inhibitions and restraints than whites have exercised in their relationship with the Negro community.

The assumption that younger professional educators are more liberal than older persons in the profession and are, therefore, more willing to accept change is not supported by this limited study. Forty-four per cent of the white younger group (22-35) selected D and E; forty-four per cent of the middle group, likewise, indicated D and E choices; and forty-six per cent of the older group made D and E selections. It seems, then, that there is little differenct in attitudes in age groups, and in number of years of experience.

A questionnaire with essentially the same attitudinal questions will be administered as a follow-up at the last session of the Institute. While this instrument may not be sensitive enough to show differences a follow-up comparison may have some value.

APPENDIX A

GEORGIA SOUTHERN COLLEGE
DIVISION OF EDUCATION
Statesboro, Georgia 30458

REPORT OF FIRST SESSION OF LEADERSHIP INSTITUTE

The first planning session of the Special Leadership Institute met on Monday, February 20, 1967 in Room 114 of the Frank I. Williams Student Center at Georgia Southern College in Statesboro, Georgia.

Those present included ten district superintendents, two representatives from the State Department of Education and four staff members.

Dr. Miller, Chairman, Division of Education, Georgia Southern College, welcomed the group to Georgia Southern College. He stated that the college is pleased that it again has the opportunity to serve the First District. He added that this Special Leadership Institute allows the First District again an opportunity to lead in solving some of the current problems.

Dr. Johnson, Director of the Institute, introduced the staff and recognized Mr. E. A. Crudup of the State Federal Relations Office, State Department of Education, and Mr. Sidney A. Jenkins, First District Director of Services, State Department of Education. Following these recognitions, Dr. Johnson introduced Dr. Fred Venditti of the University of Tennessee.

Dr. Venditti opened his remarks with a review of Title IV and what it is designed to do on a national level. Title IV is a mandate to the U. S. Office of Education to assist local school systems with their problems of desegregation and does not deal with the compulsory phase of compliance. He then illustrated with the use of an overhead projector the methods provided for under Title IV. These are:

1. Grants for inservice training programs and employment of specialists to assist in meeting problems.
2. Technical assistance to help prepare and implement plans for desegregation.
3. Training Institute to offer special training to teachers and other personnel.

He then distributed a brochure, "Educational Opportunities Planning Center", from the College of Education at the University of Tennessee as an example of material and assistance available.

He pointed out that help is needed following the desegregation process as well as prior to desegregation. There may be instructional problems in the form of lack of ability on the part of the teacher to meet and solve the classroom problems in trying to provide for the education and cultural differences of the students. These are a natural result of the desegregation process, and aid may be given through utilization of the programs under Title IV.

Dr. Harold Johnson then used the announcement brochure of the Institute to acquaint participants with the purposes, procedures, and content to be utilized in the Institute. Each participant was given a copy and was asked to follow it as Dr. Johnson discussed each section. A copy of the brochure is included in this report.

A reference made to the Institute Objectives on Page 3 raised a comment by one of the participants in regard to the desegregation of faculty in Shelby County, Tennessee, by court order. Dr. Venditti was able to elaborate on the facts involved in this instance and provide some insight into the situation.

There was concern on the part of several participants as to whether a system should comply with the guidelines or wait for formal court action to determine their position. Several participants indicated a special interest in faculty desegregation policies. It appeared that the majority of those present considered maintaining quality education with desegregated faculties to be a major concern and problem which they would have to face in the immediate future.

Dr. Miller expressed hope that Georgia Southern may be shown how it can help with problems arising from the processes of desegregation.

Dr. Johnson then adjourned the morning session for lunch during which time additional informal discussion continued.

The group reassembled at 1:15 p.m. The afternoon program began with a presentation by Dr. Venditti giving specific examples of programs in which assistance has been given in the problems of leadership in desegregation.

In response to questions raised by participants, he made several suggestions related to the superintendents' relationships with the Board of Education and the community. The superintendent should inform the board of the necessity for action, (and then try to involve them in the actual desegregation activities) and then assume a leading role.

Mr. Crudup brought to the attention of the group a summary of a report from a south Florida district where a desegregation plan has recently been successfully carried out. He noted that they had found consultants with experience in similar school systems to be most effective in aiding in problem solving. They had, he stated, found that one major problem is a lack of experience in decisions of this nature. He emphasized that each situation with its problems and their solutions is unique.

Mr. Del Knight, Assistant Superintendent of the Chatham County Schools, was asked by Dr. Johnson to give a summary of the plans of this system to try to improve attitudes of the faculties toward faculty desegregation. This will be attempted during a three day instructional session for approximately 100 leadership personnel in April. This project is supported from Title IV funds secured through Florida State University.

Dr. Venditti stated the need for school systems to have a specific plan of action for smooth faculty desegregation. His suggested plan of action included these points:

1. Opportunities for board members to exchange information with board members from other systems where desegregation has succeeded.

2. Voluntary biracial teaching teams within the school established to work cooperatively in improving teaching.

3. Exchange of teachers within the system.

4. Identification of the power structure in the community and attempt to obtain cooperation from them.

5. Help with materials, consultants, team workers, and such are available if an inservice education program is desired for voluntary desegregation of faculties.

Dr. Harold Tyer commented on the fact that under the freedom of choice plans there had only been transfers from Negro to white schools. He raised a question as to whether white student transfers to Negro schools would not eventually be required. This question remained a concern to the participants in all cases except where small Negro schools can be consolidated with predominantly white schools.

Dr. Johnson then asked for specific suggestions for topics for future meetings. Suggestions from the participants included a request for information on successful freedom of choice plans, reasons why some desegregated schools have not been successful, and further discussions of faculty desegregation proposals.

Dr. Johnson asked if the other proposed meeting dates were acceptable. The decision was made to change the March 27 meeting to March 28 due to several systems having holidays. The April 24 meeting date was retained.

GEORGIA SOUTHERN COLLEGE
DIVISION OF EDUCATION

Statesboro, Georgia 30458

REPORT OF SECOND SESSION OF LEADERSHIP INSTITUTE

The second planning session of the Special Leadership Institute met on Tuesday, March 28, 1967, in room 114 of the Frank I. Williams Student Center at Georgia Southern College in Statesboro, Georgia.

The number present included thirteen district superintendents or their representatives, one representative from the State Department of Education, three consultants, one curriculum director from Burke County, and four staff members.

Dr. Harold Johnson, Director of the Institute, presided over the meeting. He opened the session by allowing each of the participants to introduce themselves. After making several introductory comments, Dr. Johnson then introduced Dr. John P. Deason, Superintendent of Troy City Schools, Troy, Alabama, who was one of the three consultants.

Dr. Deason centered his remarks on the following areas:

1. Need for a "team approach"
2. Need to reduce publicity
3. Need for the cooperation and understanding of board members
4. Value of using professional consultants
5. Need for "quality instruction" in all schools

In working with problems related to desegregation of schools, Dr. Deason said that the "team approach", combining members of both races to aid in solving problems, seemed to him the most appropriate and realistic. He said that when members of both races work together in all types of school situations, then an atmosphere for cooperation and understanding is better effected.

Dr. Deason discouraged the use of publicity in desegregation procedures, especially in the initial stages of planning. He said that publicity only created a "high degree of emotionalism" in a situation where calmness and rationality were extremely essential.

Although the board of education in Troy was initially opposed to any desegregation plans, Dr. Deason said that through a series of activities, the reluctancy on the part of the board was diminished. The board eventually realized that inactivity on their part would not remedy the situation; that they must provide the leadership if they wished to keep some degree of control over the situation; that they must act if they wanted federal funds then and in the future.

The use of professional consultants was encouraged by Dr. Deason. He said that many "prominent" educators sensitive to this problem would lend their support to many school systems who desired their help. He added that representatives of various school systems should strive to broaden their knowledge by attending similar sessions in all parts of the country.

Dr. Deason told of some specific measures taken by the Troy City school system in complying with the Civil Rights Act of 1964. He talked of crossovers from all Negro schools to all white schools. He made the point that what we really need is "quality instruction" in all schools if we are to have a genuine freedom of choice plan.

Dr. Deason then introduced Mr. Ewell Bassett of the Troy City Board of Education. Mr. Bassett made a presentation that was similar to a presentation he and other board members had made to various civic and community organizations.

In his presentation, Mr. Bassett talked about guidelines and implementation of the proposed plan for desegregation. The presentation included specific actions that the Troy City Board of Education planned to take.

Following this presentation, Dr. Deason made further comments and answered questions asked by the participants. In this discussion many questions were asked concerning specific actions that Troy had taken in following the proposed guidelines. Much of the discussion centered about staff crossovers and the various problems related to faculty crossovers.

After the discussion and sharing of ideas, Dr. Johnson then adjourned the morning session for lunch during which time many of the participants continued their discussion.

The afternoon session of the program was begun with a further question and answer period. Several of the participants had further questions, again related to the specific actions of the Troy City School System.

Following the discussion, Dr. Johnson introduced Mr. Clifford Hardwick, III, Secondary School Supervisor of the Savannah and Chatham County School System. Mr. Hardwick is a general supervisor, rather than a specialist in a particular area.

Mr. Hardwick, who is a Negro, was very affirmative in stating that unless a school system can get the "right individual", (meaning one who is both certified and qualified), that it shouldn't bother at all. He said that to integrate faculties merely for "number's sake" was unrealistic and damaging to the primary purpose of the equal opportunity for all.

Mr. Hardwick said that Americans are showing less concern for values and for the teaching of values. He said that the reasons for this are complex but need to be examined.

Mr. Hardwick was in strict agreement with Dr. Deason in that the easiest approach to the problem of desegregation is not to "blow up" the situation and that publicity should be reduced to a minimum. He felt that school leaders should follow their conscience in adhering to the guidelines, that they shouldn't be so concerned with the number of Negroes on the staff, but with the number of qualified people on the staff.

He made further comments on the use of auxiliary school personnel and the power structure of the Negro community. He then closed his remarks and strongly encouraged the participants to ask him any questions they might have.

Much discussion followed in which teacher education and teacher evaluation were of prime concern. Dr. Johnson emphasized the need for a "system" approach with continuous feedback. Many participants were concerned with effective means for the evaluation of teachers. There was no agreement on any one best way or best ways in evaluating the effectiveness of teachers.

Dr. Johnson distributed forms for nominating participants for the summer sessions of the Institute. Each superintendent is to select a team of approximately five members from his school system with at least one being a Negro educator within the school system. The superintendents were asked to list the names of these persons (who may be selected from superintendents, central office administrators or supervisors, principals, influential teachers, board members, and interested lay leaders) on the forms they received. They were also to list five alternates or additions for the leadership team.

Each participant was given a report of the last meeting and future meeting dates were discussed. The following dates were agreed upon for the three, three-day sessions in the summer:

June 12-14
July 10-12
August 7-9

The meetings are to begin at 9:00 a.m. Eastern Daylight Savings Time.

GEORGIA SOUTHERN COLLEGE
DIVISION OF EDUCATION

Statesboro, Georgia 30458

REPORT OF THIRD SESSION OF LEADERSHIP INSTITUTE

The third planning session of the Special Leadership Institute met on Monday, April 24, 1967, in the seminar rooms of the Rosenwald Library at Georgia Southern College in Statesboro, Georgia.

Those present included fourteen superintendents and/or their representatives, two of whom were Negroes, four staff members, three consultants, and one representative from the State Department of Education.

Dr. Harold Johnson, Director of the Institute, opened the meeting with introductory comments. Each person present was introduced. Throughout the day twelve school systems were represented from a total of twenty-two systems in the First Congressional District of Georgia. The morning session consisted of a presentation by Dr. Harold Tyer, Associate Director of the Institute, on the subject "Current Legal Aspects of Desegregation."

Dr. Tyer opened his remarks with a review of the implications and effects of the 1954 Brown vs. Board of Education decision on the policies and operation of the nation's schools. Using the four phases of the desegregation story as stated by Professor Robert J. Havighurst in an article in a recent issue of Nation's Schools, Dr. Tyer presented an outline of the stages of development since the Brown decision. Actions and reactions within each phase were discussed beginning with the "wait and see" period immediately following the Brown decision. The next phase, the "Rise of the Controversy," included the numerous racial incidents - Little Rock, New Orleans, Nashville, etc. - which took place throughout the South. Following this came the phase called "The Negro Revolution" referring to the demonstrations which took place throughout the country. The fourth phase, which included the current efforts by the Federal Government to guarantee constitutional rights, is called the "Drive for Integration."

This was followed by an overview of recent court decisions and the trends which are implied by them. De facto segregation and racial imbalance were discussed in relation to their current use in practice. Dr. Tyer emphasized the demands for affirmative action on the part of the school boards to initiate action which will eliminate racial imbalance.

The administrative use of the "freedom of choice" as a means of compliance was reviewed. "Freedom of choice" is widely used as one of the three satisfactory means of compliance by school systems. The fact that "freedom of choice" should be employed cautiously in the future due to its precarious standing was brought out by references to recent court decisions and to the 1966 Guidelines for School Desegregation.

Faculty assignments without regard to race was the next issue discussed by Dr. Tyer. He stated, and substantiated with references to recent decisions, the current policies of faculty assignments. The problem of teacher evaluation and standards which should be employed in evaluating teachers was discussed followed by a restatement of the need for positive action in dealing with the problems occassioned by the desegregation of schools.

Following Dr. Tyer's remarks, several of the participants commented upon the need for looking at specific problems in relation to the uniqueness of each community, its educational facilities, power structure, etc. Several participants related experiences in their schools.

Following this discussion the meeting was adjourned for lunch.

Dr. Johnson opened the afternoon session with an overview of what constitutes a Title IV proposal. Each person was given a copy of a proposal developed by a participating school system under Title IV. It is organized to provide inservice training to all teachers in the systems and is presently awaiting approval. This was used as an example while Dr. Johnson explained the procedures required by the government in developing projects of this nature. Several superintendents expressed a desire to secure a copy of Policies and Procedures for Grants to School Boards. Arrangements will be made by the Institute staff to secure them.

In the preceding session held on March 28, 1967, the concern for teacher education, evaluation, and improvement was of primary interest to all of the participants. In order to provide more insight into possible programs and procedures, a panel on teacher preparation for multi-cultural schools was presented. Panel members were Dr. Starr Miller, Chairman, Division of Education, Georgia Southern College, Dr. Thelma Harmond, Chairman, Division of Education, Savannah State College, and Dr. Donald Hawk, Director of Student Teaching, Georgia Southern College.

Dr. Miller summarized two prospective proposals which Georgia Southern College hopes to implement in the near future which would have relevance to school systems. Both are broadly related to teacher preparation. One plan involves placing a three-member bi-racial team consisting of a supervising teacher, a student teacher, and a teacher aide in the schools. The other plan calls for using teacher aides in non-instructional positions for the purpose of analyzing their potential as teachers. Both of these plans are aimed at alleviating the shortage of teachers and providing experience in working with the disadvantaged. Dr. Harmond and Dr. Hawk were then asked to discuss the practical considerations necessary in implementing such programs. Dr. Harmond stated that her institution, formerly all-Negro is ready to make forward steps in preparing teachers to work in desegregated schools. Dr. Hawk was able to state the position which Georgia Southern is prepared to maintain.

Following this presentation, a short review of topics and dates for the summer sessions was held. The superintendents were urged to compile the list of nominations for the summer sessions if they had not already done so. Several superintendents requested that each team member be sent an invitation letter reminding them of the dates and times for each session.

The meeting was adjourned by Dr. Johnson.

APPENDIX B

GEORGIA SOUTHERN COLLEGE

Division of Education

Statesboro, Georgia 30458

REPORT OF FIRST THREE-DAY SESSION

June 12-14, 1967

The first three-day session of the Leadership Institute began at nine o'clock, June 12, at Statesboro High School. Dr. Harold Johnson, Director of the Institute, began the session with comments regarding the theme for the session. "The Community Faces Cultural Change." This theme and the program for the session based upon it came out of three one-day planning sessions with superintendents of thirteen school systems during the spring.

Approximately eighty participants from the first district attended the three-day session. These participants represented a cross-section of educational leadership of the district.

The program for Monday included two major presentations by Dr. Ralph Kimbrough, Head, Department of Educational Administration and Supervision, University of Florida. Following the morning presentation, small groups discussed the address regarding problems and implications which participants felt to be pertinent to their own situations. The afternoon presentation was extended to include reactions of interrogators who served as a panel.

The Tuesday program featured Dean Truman Pierce, School of Education, Auburn University, who made two presentations regarding the nature of changes taking place in the South. Small group discussions following the morning presentation gave participants the opportunity to react to the address. The afternoon session followed the same procedure employed during the Monday afternoon session.

The Wednesday session provided the participants the opportunity to investigate three significant topics related to the theme of the three-day session. Three groups were formed with each group rotating from one topic to another during the day. Dean Pierce led the study devoted to the topic, "Educational Problems of School Desegregation." Dr. Harris Mobley, Associate Professor of Sociology, Georgia Southern College, led the classes in their study of the topic, "Lessons from Other Cultures." Dr. Harold Tyer, Associate Director of the Institute, directed the attention of the participants to a consideration of the topic, "Current Legal Developments in School Desegregation."

The following outlines are synopses of the major sessions of the first three-day Institute; however, they represent only the major topics covered:

"WHAT WE SHOULD KNOW ABOUT COMMUNITY POWER SYSTEMS"

Dr. Ralph B. Kimbrough
Department of Educational Administration and Supervision
University of Florida

June 12, 1967

I. Findings of an eighteen year study of power systems in one hundred twenty-one school districts in Georgia, Florida, Kentucky and Illinois.

  A. There is a close link between politics and education.

  B. Educators are among those least knowledgeable as to the local power systems.

  C. Educators should seek better understanding of the local power systems.

  D. Educators should become more involved in community power systems.

  E. Systems vary in every community.

II. The varying types of power systems

  A. Monopolistic type community structure. This type is where one person or a few persons make the major decisions.

    1. This type structure has more tendencies toward autocratic leadership than democratic leadership.
    2. Floyd Hunter's study indicated that Atlanta, Georgia, is an example of a predominately monopolistic community.

  B. Pluralistic type community structure. This type is where many people engage in the major community decisions.

  C. Competitive elite (regime conflict) community structure. This type is where rival groups decide on major issues.

    1. This type of community is common when there is a rapid shift in population.
    2. This structure represents a changing power structure.

  D. Multi-group non-competitive structure. Non-competitive groups influencing major decisions in the community.

III. People involved in the typical power structure.

  A. the economic elite
  B. the politician
  C. the specialist

"IMPLICATIONS OF STUDIES OF POWER SYSTEMS FOR MAKING EDUCATIONAL CHANGE"

Dr. Ralph Kimbrough

June 12, 1967

Dr. Kimbrough opened the afternoon session with a definition of politics. He stated that politics is the process of making significant community decisions.

Several points in making educational changes were stressed.

I. Factors of Educational Change

  A. Decide What Changes Must Be Made

  B. Find Out What the Present Power Structure Is

  C. Decide What Methods Must Be Used to Bring About Change

II. Some Methods of Implementing Change

  A. Educators Typically Use Grass Roots Campaigns or Citizens Committees

    1. Citizens committees are potentially effective

  B. Persuasion of Present Power Structure

    1. Some Methods of Persuasion

      a. Financial backing
      b. Political position
      c. Mass media
      d. Withholding of Services
      e. Sanctions
      f. Involve latent power structures
        1) Teachers
        2) Absentee-owned corporations
      b. Enlist aid of state department of education

III. At present, school systems are localized instead of cosmopolitan

  A. This leads those concerned to the conclusion that no matter what the condition of their school, their's is the best.

  B. The tendency is to hide the needs of the school when the evaluation teams arrive.

  C. We should regard state and federal institutions as sources of help.

In conclusion, Dr. Kimbrough reminded us that effectiveness is a matter of organization, it must be wisely used in order to have continuity.

"CHANGING NATURE OF THE SOUTHLAND"

Truman M. Pierce

Tuesday, June 13, 1967

Dr. Pierce opened his remarks by stating that the minds of men are beginning to be liberated because, in general, the people of the world are becoming better educated and because education is becoming necessary for survival.

I. After briefly discussing this, he stated that this topic should be viewed in the following perspectives:

A. Historical

1. The South was founded upon a slave economy.

2. Over the years the South has developed a political structure to maintain a three class society, with one class always on the bottom.

3. The Southerner has developed an emotional reaction to outside criticism.

4. The South is too fundamental in its beliefs and are not open to change. This had been brought about by outdated traditions.

B. National and International

1. Change is not alike to all people or to all sections.

2. We are living in a world that is changing with great acceleration.

After briefly discussing the implications of these perspectives, he outlined some of the changes specific to the Southeast.

II. Dr. Pierce stated that there is a pattern of change that is different from other regions of this nation. He elaborated the following concepts of change:

A. Population - In relation to population, Dr. Pierce discussed the urban shift of population, the migration of Negroes out of the South, and the general changes in racial composition.

B. Economy - He noted that the economy of the South is changing rapidly with a decline in the importance of the agrarian sector. He also spoke of the tremendous natural resources while mentioning the fact that we are now only beginning to develop the economy of the South.

C. Education - In the South, our commitment to education is greater than ever before. We are very much committed to a better distribution of educational opportunity, better schools, and greater understanding. He stated, also, this region is making a tremendous effort to establish outstanding colleges and universities.

D. Value Commitments and Value Outlooks - Dr. Pierce pointed out that in our efforts to improve, we must constantly examine our relationships, our culture, and our commitments. In speaking of the re-examination of our commitments, he remarked that caution should be exercised to prevent hardening of concepts--that this rigidity in thinking causes both the region and the community to suffer.

III. In conclusion, Dr. Pierce said that the whole world is undergoing painful transitions; that although change comes from within, there are certain outside forces that do have an effect or influence upon change. He added that generally we see a new economy developing and the prospects for the Southeast region of this nation have never been greater.

"EDUCATIONAL PROBLEMS RELATED TO CULTURAL CHANGE"

Dean Truman M. Pierce

June 13, 1967

Dean Pierce began the afternoon presentation with the observation that the schools were the first battleground of civil rights. Five specific points were covered during his talk:

I. Education is conceived in different ways in our time

A. An active dynamic instrument for effective and desirable change

B. A device for preserving and perpetuating the status quo

II. Schools must transmit values based on democratic ideals. They must educate citizens for democracy and prepare for the self-fulfillment of students.

III. In many instances schools still regard all students as being alike in their learning potential. They have not yet evolved to the point of equally providing for individual differences. The Elementary and Secondary Education Act of 1965 is designed to, and provides means for, bringing about desirable changes in education.

IV. There are several changes in order in the structure and outlook of our schools.

  A. Learning must become student-centered with the teachers serving as resources for the pupils

  B. Schools must examine themselves from within in regard to staff and use and presentation of materials

  C. Education must be broad based

  D. Schools must seek to instill the basic values of our society and emphasize rights, integrity, and equal opportunities.

  E. Separate educational systems do not provide equal opportunities in education.

  F. In order to provide equal opportunities for all students we must be prepared to make a greater expenditure on some.

V. This is the age of civil rights. When the history of this age is written it will be recorded as such. The government is committed to this course and the philosophy is gaining general acceptance.

On Wednesday, June 14, each of the three groups attended the three different group discussions. The following is a summary of the discussions in Group A by Dean Truman M. Pierce, School of Education, Auburn University.

Dean Pierce restated the purpose of the Institute and reviewed the activities and topics of discussion the two previous days. He mentioned the reasons that change is needed as related to the national and philosophical goals in education. He started the discussion with the question and theme of the group discussion, that of "What Are the Educational Problems Related to School Desegregation?"

Many pertinent and interesting questions related to the educational problems of desegregation were raised and discussed by members of the group. Among the many questions were the following:

1. Why does it seem that most people are apparently waiting for someone else to get the job done?

2. What were some of the social problems relevant to school desegregation during the past year?

3. Why do some groups and/or organizations decide to discontinue honors or awards in a desegregated situation?

4. What are some of the "yes but's" that exist in our communities?

    a. Yes, desegregation will work over there but not here.
    b. Yes, it's all right for them, but not for me.
    c. Yes, but they are not integrating the schools in _______ County, why do we have to do it?

5. How can we do what is needed in a school program that is impartial and fair to all?

6. Isn't it true that our social problems are interwoven with out educational problems?

7. How do you, as a Negro teacher, feel about teaching in a white school?

   Major emphasis was that the person would be accepted and not tolerated; a part of the faculty, not isolated; and to be given an impartial opportunity to exhibit abilities, competencies, and to gain the respect of pupils.

8. How can we bring about respect for members of a minority group?

9. How would you judge acceptance into a situation?

10. How do you, as a white teacher, feel about teaching in a Negro school?

    Major emphasis was that the general feeling that there would be only minor problems of acceptance. Peer status might be affected to a minor degree but would be ignored by a competent dedicated teacher whose desire is to teach pupils.

11. How can the relationships with the news media in solving problems related to school desegregation be improved?

12. Will the situation come when teachers will have to be assigned to desegregate schools?

13. How will desegregation continue to progress under the freedom of choice plan?

14. Are there good enough relations with HEW to effectively carry out integration?

15. Should there be integration of college faculties?

Concerning integration of school faculty, the point was that usually the best and strongest teachers of the school are sent to the Negro schools and also from Negro schools to white schools and that the principals do not want to lose these teachers regardless of race relations.

Dr. Pierce concluded these discussions with the statement that the question is not should we integrate the schools but how are we to integrate the schools.

"LESSONS FROM OTHER CULTURES"

Dr. Harris Mobley

June 14, 1967

I. The biography of man has proceeded up to the present because he has been adaptive to change.

   A. Observable cultural and ethinic differences are a result of adaptation.

      1. Matriarchal vs. Patriarchal societies
      2. Treatment of infants and the elderly

   B. Physical differences are a result of physical adaptations in a remote past.

      1. Skin coloration
      2. Stature
      3. Body hair
      4. Epicantric fold
      5. Facial structure and Cephalic figuration
      6. Length of extremities

II. Cultural anthropologists have helped us understand man.

   A. Man evolved physically and culturally at the same time.

   B. Race is a precept rather than a percept. Race is a reality only as long as it classifies certain innate characteristics.

   C. Man differs from other animal life forms only to a degree. Only man has prejudice, taboos, foresight, and rationale.

III. Aspects of inter-cultural activity

   A. As cultures come into contact with one another and each begins to assimilate the values of the other, values will change.

   B. Things which were previously unknown will assume great value.

   C. As cultures face change the "human way" will be to work toward these changes with a positive effort.

"CURRENT LEGAL DEVELOPMENTS IN SCHOOL DESEGREGATION"

Dr. Harold L. Tyer

June 14, 1967

The class session began with a quotation by Dr. Tyer from the recent twelve-judge circuit court decision in New Orleans, U. S. vs. Jefferson County Board of Education. "The court holds that boards and officials administering public schools in this circuit have the affirmative duty under the Fourteenth Amendment to bring about an integrated, unitary school system in which there are no Negro schools and no white schools--just schools."

It was pointed out that the federal courts as well as the Civil Rights Act of 1964 and the 1966 Guidelines of the Office of Education are emphasizing the affirmative duty on the part of school officials, rather than children of minority groups, to bring about the desegregation of schools. Freedom of choice tends to place the responsibility for achieving an integrated school system on children. Evidence seems to indicate that "freedom of choice" as a means of compliance with the Civil Rights Act of 1964 is not achieving equal educational opportunity for all children. School officials must consider other ways to meet the requirements for the law.

Faculty integration has now become one of the major concerns of the federal courts. Where Negro teachers have lost their positions because Negro schools have lost students, the courts have taken care to examine closely the fact of discrimination. It has become a settled judicial principal that boards of education must be impartial in the selection of teachers using standards of evaluation fairly administered to all members of the instructional staff in the entire system.

In the light of more recent judicial decisions, the Briggs doctrine advanced by the federal courts in the early years following the Brown decision is now being repudiated by the courts. The Briggs doctrine tended to give judicial sanction to many delaying tactics employed by school systems during the late fifties and the early sixties. The mood of the courts as expressed in the Jeff case: If Negroes are ever to enter the mainstream of American life, as school children they must have equal educational opportunities with white children."

APPENDIX C

GEORGIA SOUTHERN COLLEGE

Division of Education

Statesboro, Georgia 30458

REPORT OF SECOND THREE-DAY SESSION

July 10-12, 1967

The second three-day session of the Leadership Institute began at 9:00 a.m., July 10, at Statesboro High School. Dr. Harold Tyer, Associate Director of the Institute, began the session with comments regarding the theme for the session, "The Role of the Teacher in Working With the Disadvantaged."

Approximately ninety participants were in attendance for each of the daily sessions. Those in attendance included lay leaders in school affiliated organizations as well as professional educators.

The Monday program included two major presentations by Dr. Vernon F. Haubrich, Professor of Education, University of Wisconsin. At the conclusion of the morning session the group was divided into five cells for the purpose of discussion and thought. After another presentation by Dr. Haubrich in the afternoon the program was structured around questions posed by the two interrogators, Dr. Thelma Harmond of Savannah State College and Dr. William Ottinger, Director of the Intense Learning Center, Brunswick, Georgia.

Tuesday involved the attendance of the participants at three class sessions. The topics were "Teacher Evaluation" by a panel consisting of Mrs. Jannette Hayes, Principal of Moses Jackson Elementary School in Savannah, Dr. Leon Culpepper of Waycross City Schools, and Dr. Harold Tyer, Associate Director of the Institute; "In-Service Education" by Dr. Paul McLendon, Director of Instruction, Duval County Schools, Jacksonville, Florida; "Organizational Patterns" by Dr. Haskin Pounds, Associate Professor of Education, University of Georgia. The day concluded with group discussion where participants were thus organized: Principals, Central Office employees, Classroom Teachers, Lay Participants.

Wednesday followed the same pattern as Tuesday. The discussion groups which concluded the day were the same. The classes were as follows: "Leadership for Affirmative Action," Dr. Harold T. Johnson, Director of the Institute,; "Inter-Cultural Understanding," Dr. Charles Gomillion, Professor of Sociology, Tuskegee Institute; "Teacher Organization," Mr. James H. Williams, Director, Southeast Regional Office, N.E.A.

"THE ROLE OF THE TEACHER IN WORKING WITH THE DISADVANTAGED"

Dr. Vernon F. Haubrich

July 10, 1967

Dr. Haubrich initiated his presentation with a vivid description of three areas in which he had had personal experience in working with disadvantaged youth, and reviewed some research that had been done and is being done in the fields of Teachers, Teacher Education, and Teacher Change as focused on the question of "Disadvantaged Youth."

1. Disadvantaged Areas
    - A. East Harlem
    - B. Two Indian Reservations
    - C. Small Town Communities
2. Research Findings
    - A. There was a discontinuity of culture between the teachers, who bussed into East Harlem to teach, and left before the sun began to set, and the children they taught.
    - B. A sense of identity and coherrence was not present.
    - C. There was distrust between the teachers and administrators on one hand and the parents and pupils on the other.
    - D. No gigantic differences were found between the teachers and pupils in regards to learning ability, outlook, and values.
    - E. No consideration was given the Indians in determining the curriculum.
    - F. A vast cultural discontinuity and communication barrier existed between the Indians and the teacher.
    - G. Children often fail to satisfy their teacher's role expectancy.
3. Some promising Directions
    - A. More consideration for involving parents.
    - B. A more meaningful curriculum.
    - C. More cooperation between the specialists and the teacher in working with the children in the classroom.

Dr. Vernon F. Haubrich

July 10, 1967

Dr. Haubrich opened the afternoon session with some remarks concerning a defacto national system of education.

1. School systems in the county have become an integral part of a national system of education
    - A. There is a loose confederation of 37,000 school districts
    - B. Teachers are recruited from every state. Teacher behavior is fundamentally the same; therefore teachers adjust easily to any classroom situation.
    - C. There is a national system of standardized examinations and grading.
    - D. The education system is hierachial in nature. Those who man the system think fundamentally the same.
2. The teacher resembles the administrator
    - A. The teachers sense of reward comes from a pat on the back by the principal.
    - B. The teacher seeks to meet the expectations of the principal as a matter of survival.
3. The teaching act is centered around several organizational patterns.
    - A. The custodial function
    - B. The grading and sorting function
    - C. The intellectual function
        1. Introduction of material
        2. Basic form of teaching is telling and recitation. There is little direct inquiry
4. Each educational system has its own climate
    - A. Some are family-like
    - B. Some are bureacratic
5. Local control is vital in an educational system
    - A. Local control of education is the participation of local persons on those questions which are relevant at the local level.

B. The involvement of all persons concerned is crucial to the success of a teacher's professional task.

   1. There is not a profession in the country today who can conduct its tasks without a relevant feedback from those it serves.

C. There is an identity, a social psychological aspect, of the system that provides that a persons stake in the school is not represented by anyone else. We must create an involvement of those affected.

D. The school systems must create a situation in which the modifibility of content, procedure, and techniques go beyond that which we have done in the past.

6. The most important job in the school system today is that of the principal.

   A. The teacher responds to what the principal expects.

   B. The toughest job is that of secondary school principal.

   C. The principal sets the climate for the entire school.

7. It takes incredible courage to buck a bureaucratic system.

   A. Any challenging situation draws a particular kind of person.

   B. We must allow those who are willing to accept challenge to be free of bureaucratic procedure.

8. The present teacher-education programs are organized as irrelevantly as possible.

   A. We need to focus on vertical training instead of horizontal.

   B. Vertical training must be emphasized for the entire continium of professional educators.

9. Basic principles that aid in educational change.

   A. Major change will never come from inside the system. It must come from the outside.

   B. The degree and duration of the change is directly proportional to the intensity of stimulus from the outside.

   C. A change in an organizational pattern is more probable if the administrator in charge is from the outside.

D. The whole business of organizations resisting change is always followed by hyper-activity to accomodate to the change and thus ought to be utilized as rapidly as possible by those in charge of the system so as to create a new format or new organization or institutional pattern. We should aim for a point, and then stabilize at that juncture.

10. Some inhibitions to educational change.

    A. Innovation in a system is always inversely proportional to the tenure of the chief school administrator.

    B. The more hierarchial the system, the less the possibility of change. If you want a program to work, decentralize as much power as you can to the principal because he is the person who can make it work if it can work at all.

    C. When change occurs in an organization never look for it to come from the bottom up in a democratic fashion. If it occurs, it will come because the people at the top are convinced that it must.

    D. The more functional the interplay of individuals within their own group, the less the possibility of change.

11. Dr. Haubrich concluded his remarks by stating that a bureaucratic system tends to create its own mythologies which protects it from the outside. We have come to the point where we can no longer protect ourselves and we must adjust.

"TEACHER EVALUATION"

Dr. Harold Tyer, Dr. Leon Culpepper, and Mrs. Jannette Hayes

July 11, 1967

I. Federal regulations and teacher evaluation - Dr. Harold Tyer, Associate Director of the Institute

   A. Reasons for federal legislation

      1. Negroes were losing their jobs due to population shifts

      2. Negroes were losing their jobs because of school integration

   B. Court cases or decisions regarding teacher placement or evaluation

      1. Jeff Case

      2. Missouri Commission on Human Rights

    3. Barrow Case
    4. Rolfe Case

- C. Reasons for teacher evaluation
    1. Improve education for the children
    2. Set up standards that will hold up in the federal courts.

II. Teacher evaluation in the Waycross City School System - Dr. Leon Culpepper, Director of Instruction, Waycross City Schools

- A. The Waycross System wishes to evaluate the following:
    1. Teaching - the learing experiences of the students
    2. Teachers - specifics
- B. Teacher Evaluation Form
    1. Teacher skills
    2. Methods or Techniques Used in Teaching
    3. Professional attitude
    4. Personal Qualifications
    5. Physical Qualifications
    6. Physical Facilities
    7. Summary
        - a. Strengths Noted
        - b. Areas needing improvement
        - c. Improvements agreed upon to be made by the end of school
        - d. Remarks
    8. Recommendations

III. Teacher evaluation in the Chatham County School System, Mrs. Jannette Hayes, Principal, Moses J. Jackson Elementary School

- A. The Chatham County System wishes to evaluate the following:
    1. Teacher characteristics
    2. Teacher behavior
    3. Pupil gain

- B. The self-evaluating instrument (teacher file)
    - 1. Statistical forms
        - a. General information
        - b. Cumulative record
    - 2. Annual record of inservice growth form
    - 3. The guide for teacher self-improvement
- C. Administrative evaluating instrument
    - 1. Pre-evaluation form
        - a. Specific areas of excellence
        - b. Difficulties
        - c. Memos from class visitation
        - d. Conferences between the teacher and evaluator
    - 2. Post-evaluation form
        - a. Strengths
        - b. Weaknesses
        - c. Response to help
        - d. Recommendations
        - e. Basis of the evaluation

"IN-SERVICE EDUCATION"

Dr. Paul McLendon

July 11, 1967

Dr. McLendon began his discussion by stating that the key to in-service education is that people come to know one another as individuals.

I. The effects of in-service education are:

- A. Keeps one abreast with professional advances.
- B. Assists in the humanization process
- C. Provides for professional interaction among the group

II. Some current aspects of the Jacksonville in-service program:

  A. School centered in-service programs.

    This allows for solution of problems unique to the individual situation.

  B. Area-centered in-service programs

    This allows for an interaction between various schools in the same district as well as those individuals with similar professional interests.

III. Prognotications of future developments in the Jacksonville in-service program.

  A. Inter-district council meetings to provide a broader perspective of the Jacksonville school system. It would provide a better understanding of those problems which affect the entire district.

  B. Orient the in-service programs more toward a modern perspective including such topics as the nature of cultural deprivation.

Dr. McLendon ended his discussion with some remarks concerning the problems of the school system of Florida and Jacksonville in particular.

"ORGANIZATIONAL PATTERNS THAT WOULD FACILITATE INTEGRATION"

Dr. Haskin Pounds

July 11, 1967

I. Departmentalization

  A. Advantages

  B. Disadvantages

II. Non-graded School

  A. Primary Department

  B. Secondary Department

  C. Advantages & Disadvantages

III. Team Teaching

  A. Personnel

    1. Master Teacher
    2. Regular Teacher
    3. Teacher Intern
    4. Teacher Aides

B. Advantages

C. Disadvantages

"LEADERSHIP FOR AFFIRMATIVE ACTION"

Dr. Harold T. Johnson

July 12, 1967

I. Traditional Concept of Leadership

A. Goal centered

B. Community centered

II. The Gravity of Current Problems

A. Court decisions

B. The implications to stand for the right

C. Minority group demands

    1. Active, vocal and insistent groups

    2. Silent and inactive groups

        a. poor education level
        b. out migration of young people
        c. economic suppression
        d. fears of non-school achievement
        e. discouraged leadership

    3. Illusions

III. Defined Goals

A. National and state goals

B. Personal Goals

IV. What kind of Leadership is Appropriate?

A. Crusader type

B. Do-nothing type

C. Intelligent, effective type

"INTERCULTURAL UNDERSTANDINGS"

Dr. Charles G. Gomillion

July 12, 1967

Dr. Gomillion built his presentation around his conception of the American Creed and its relation to Intercultural Understandings. Seven points were stressed in making the presentation.

1. The Difference Between Intercultural Understandings and Intergroup Understandings

2. The American Creed or Ideal

    A. Fair treatment by legislature
    B. Fair treatment by courts

3. The Nature of Dominant-Minority Group Relations

    A. Master-Slave
    B. Superordinate-Subordinate

4. Significant Characteristics of the Major Minority Group

    A. Larger percentage of educationally retarded
    B. Lower Aspiration
    C. Great desire for security
    D. Fearful
    E. Suspicious
    F. Hostile

5. Specific Responsibilities of the Socio-Culturally Advantaged

    A. Understand that persons are in part the products of their culture.
    B. Recognize and respect the civic rights of all citizens

6. Legal and Civic Responsibility of the Government

    A. Healthier citizenry
    B. Better educated citizenry
    C. More economically productive citizenry
    D. Higher quality of social relations and social living.

7. The Socio-Cultural Consequences of the Negro

    A. Restricts his economic and educational growth.
    B. Excludes him from other civic benefits or cultural opportunities, or affords him only an inferior sort.
    C. Restricts his social mobility.
    D. Lays upon him an inhibiting stigma of inferiority.

"TEACHER ORGANIZATIONS"

James H. Williams

July 12, 1967

I. Education is the capstone in equality.

    A. It is the basis from which all things including housing and employment arise.

    B. The teaching profession cannot shrink from the responsibility of leadership in the struggle to achieve equal opportunity for all.

II. History of race relations in N.E.A.

    A. A Negro was a charter member when it was organized in 1857.

    B. In 1943 it was voted to meet only in cities where every delegate would have equality in accommodations.

    C. Dual organizations are practically non-existent and soon will cease to exist.

    D. In 1966, 6 Negroes were members of the N.E.A. Board of Directors.

    E. In 1966 ATA and N.E.A. merged.

    F. N.E.A. launched 10 conferences in cooperation with Emory University to explore integration. It has also worked with textbook publishers to guarantee multi-ethnic presentations in textbooks

    G. 1967-68 will see 17 integrated conferences and workshops.

III. N.E.A. Resolution No. 12 has accelerated the merger of formerly dual associations.

IV. The merger presents many unique problems.

    A. Name of organization

    B. Legal implications

- C. Finances and use of existing facilities
- D. Representation allottments
- E. Congruence of committee function

V. Problems confronting N.E.A. regarding local mergers.

- A. Establishing a climate of free and open discussion
- B. Meshing programs
- C. Establishing an equitable pattern for representation and participation
- D. Operating within the legal requirements
- E. Consolidating the assets and liabilities
- F. Utilizing the staff resources
- G. Slowness of democratic process

VI. Points which state merger plans were required to include

- A. Target date for merger
- B. Provisions for merger of local associations
- C. Structure of staff
- D. Name
- E. Delineation of committees and commissions
- F. Constitution
- G. Method of representation
- H. Combining of assets and liabilities
- I. Approval by governing boards

APPENDIX D

GEORGIA SOUTHERN COLLEGE

Division of Education

Statesboro, Georgia 30458

REPORT OF THIRD THREE-DAY SESSION

August 7-9, 1967

The third three-day session of the Leadership Institute began at nine o'clock, August 7, at Statesboro High School. Dr. Harold Johnson, Director of the Institute, began the session with comments regarding the theme of the session, "Students Face Cultural Change."

Approximately one hundred and five participants from the first district attended the three-day session. These participants represented a cross-section of educational leadership of the district.

The program for Monday included two major presentations by Dr. Robert J. Havighurst, Professor of Education, University of Chicago. Following the morning presentation, small groups discussed the address regarding problems and implications which participants felt to be pertinent to their own situation. The afternoon presentation was extended to include reactions of interrogators who served as a panel.

The Tuesday program, held at the Frank I. Williams Center, Georgia Southern College, featured three presentations. Each participant was scheduled to participate in each of the three presentations during the day. Presentations were made by the following: Dr. William Hitchcock, Professor of Education, Georgia Southern College; Dr. Howard Moseley, Associate Professor of Education, Georgia Southern College; Dr. Frank Ramsey, Assistant Professor of Health and Physical Education, Georgia Southern College. During the afternoon session a period of time was set aside so that county delegates could come together and discuss problems in their respective counties.

The Wednesday session also provided the participants the opportunity to participate in three topics related to the theme of the three-day session. These groups were led by the following: Dr. Robert Threatt, Associate Professor of Education, Fort Valley State College; Dr. Jewel Wade, Assistant Professor of Education, Georgia Southern College; Wilbert Maynor and William A. Norton, Graduate Assistants, Georgia Southern College. Dr. Harold Johnson closed the afternoon session with a total group meeting; he pointed out positive actions that might be made during this oncoming period.

The following outlines are synopses of the sessions of the third three-day Institute; however, they represent only the major topics covered:

"THE CHILD IN THE MINORITY GROUP"

Dr. Robert J. Havighurst

August 7, 1967

Dr. Havighurst stated that he would deviate from his titled subject and move more to the socially disadvantaged child as a member of the majority group (implying that not all socially disadvantaged belong to a minority group like the stereotype we make).

Dr. Havighurst discussed the following:

1. social class related to the socially disadvantaged child
2. mental growth of the socially disadvantaged child
3. language experience of the socially disadvantaged child

Dr. Havighurst felt that we will solve the problems of relations between races long before we solve the problems of relations between economic groups. Relations between economic groups is a permanent problem of a democracy and the majority groups create many problems minority groups encounter.

In this discussion Dr. Havighurst made it clear that he was not considering the disadvantaged child as an individual but as a group of children (kids in groups - social classes).

I. Social class

Social class is important in studying the socially disadvantaged child since a social class is a cultural group, a way of life.
The nature of the family is more important than the nature of the school.

There are four social classes used in education.

1. upper class - 2%
2. upper middle class - 10%
3. lower middle class - 30%
4. manual labor class (working class) - 60%

In education we speak of the manual laborers as the minority when in number they are the majority. They are treated as a minority probably because their success and achievement is less as they move up the grades and toward college.

The working class is divided in two groups.

1. lower - 15 to 20% who are unstable, marginal
2. upper - 2/3 of working class who have highest income among working people of the world

Working class children are not to be classified as disadvantaged. Disadvantaged children are a sub-group of the working class children. Therefore, the children of the 15-20% of the working class are the disadvantaged children and get a poor start in life.

The nature of this poor start is (1) lack of understanding of the parents toward educational concepts and (2) slow or inadequate mental development.

Today we know that many children classified mentally retarded are not, but are just socially disadvantaged. Social disadvantage is closely related to social class and heavily concentrated in the lower working class.

Programs like Head Start could reduce the number of socially disadvantaged by 50% and make a real contribution in reducing poverty.

II. Mental Growth

We once thought that mental growth was related to physiological aspects such as nutrition and that we should just leave the child alone and wait for maturation (Inner growth) to takeplace. We thought that teaching children to read before school age was wrong. Today we know that mental growth is dependent on maturation but also it is heavily dependent on language and language experience. The type language is related to social class.

III. Language experience

The child's mind grows according to his language environment. The controversey today is between that of giving the child language experience or experience with reality.

Summary - Social class determines language experience and language experience determines mental growth. Not all lower class children are disadvantaged. Not all minority groups are disadvantaged. Not all disadvantaged children are found in the lower class. Socially disadvantaged children are those whose mental growth has been slowed by a lack of adequate language experience as a result of social class.

"YOUTH IN A TIME OF CULTURAL CHANGE"

Dr. Robert J. Havighurst

August 7, 1967

Dr. Havighurst opened the afternoon session by stating that he was going to discuss middle childhood and adolescence and in particular of the effect of the school as compared to the effect of the family.

I. Several things contribute to the mental and personal development of human beings.

   1. inherited factor
   2. family factor
   3. school factor
   4. self concept

II. The major question to consider is "To what extent must we increase the effectiveness of the school?"

   1. By bringing its environment to bear on the child, the school can make up for some of the inadequacy of the family, if, indeed, the family is inadequate.

   2. The schools are committed to compensating the socially disadvantaged.

   3. In some cases, four or five per cent, children will have to be taken from the home and put in child caring institutions in order to give them a good start in life.

III. Sub-factors of the School

   1. peer group
   2. teacher expectations
   3. other elements

IV. In dealing with the sub-factors of the school, Dr. Havighurst placed a great deal of emphasis upon the research study of Alan Wilson in Oakland California.

   1. The results of this study shows that there is something about the school that influences the students educational aspirations.

      a. The expectations of the peer group in relation to the high or low status of the school. The aspirations of all students in the lower status schools seem to be lower than in the higher status school.

      b. The teacher expectation in these schools have a great effect upon the students. Seemingly in a low status school the teachers have low expectations and teach that way and in schools of higher status the teachers have high expectations and teach in that manner.

   2. The evidence is clear that the lower status students profit by being put in schools that expect more of them. The evidence is not clear what happens to high status students when they move into middle status schools.

V. Dr. Havighurst concluded his discussion by stating that the index with the highest predictability of a childs achievement is the father's occupation and the status of the school which the child attends. Bearing this in mind we must move toward social integration because it is imperative in improving the educational achievement of the lower class.

"PHYSICAL EDUCATION, PHYSICAL FITNESS AND HEALTH"

Dr. Frank Ramsey

August 8, 1967

Dr. Frank Ramsey of the Health and Physical Education Department of Georgia Southern College spoke to members of the Institute on Tuesday, August 8.

His address covered three large areas: Physical Education, Physical Fitness and Health. The format of his presentation follows:

I. Introduction

The socially disadvantaged child as described by the Institute can be found among members of both races.

- A. The session had as its purpose the discussion of problems and implications of health and physical education in school desegregation.
- B. There are relevant concerns of health and physical education.
  1. Physical education research is directed toward finding the effects of exercise on the human organism.
  2. Response to the many forms of stress.
- C. Concept of the total organism.
  1. Education has long emphasized this
  2. Effect of mind on body
  3. Effect of physical condition on learning
  4. Effect of growth on self image
  5. Mentally retarded increased I.Q. and culturally deprived increased I.Q. by changing attitudes toward tests

II. Relevant Concerns

- A. How do the disadvantaged compare in:
  1. Physical fitness
  2. Motor skills
  3. Social traits
- B. What is the significance of each of these factors?

III. Physical fitness

A study of children ages 10-12 was conducted in a small Texas community

1. Pull-ups - Upper socio-economic girls superior
2. Sit-ups - Upper boys and girls superior
3. 40 yard shuttle run - upper boys superior

4. Standing broad jump - Upper girls superior
5. 50 yard dash - Lower boys and girls superior
6. Softball throw - Lower boys and girls superior
7. 600 yard run-walk - Lower girls superior

    a. Lower status girls were faster, better coordinated and had more endurance
    b. Upper status girls were stronger in arm and shoulder girdle and in abdominal and hip flexes
    c. Lower status boys were faster and better coordinated
    d. Higher status boys had better agility, speed, and strength of abdominal and hip flexes

IV. Motor skills

Research is almost non-existent. It is a popular assumption that the Negro is superior in motor skills. This is the result of the athletic prowers.

A. This is a mistaken assumption

B. Athletic achievement is the result of practice

C. There are many instances of success in one sport and failure in another.

V. Social traits

A. The relation between socio-economic status and athletic ability seems moderately high.

B. There is no apparent relationship between sociometric status and mental maturity.

C. Boys achieve popularity through athletics

D. Students ranking high in athletic achievement usually achieve a greater degree of personal and social adjustment than those ranking low.

E. Boys who score high on play measures are likely to have leadership potential, to be accepted by their associates, and to be well adjusted socially.

VI. What is the significance of these factors?

A. Physical fitness: An indication of the development stage of the individual. It may indicate health problems.

1. Testing program
2. Weight charts

B. Motor skills: To exist and function in the middle class culture certain motor skills are necessary. This requires exposure to a variety of actions.

C. Social Traits: Team sports provide greater opportunity of participation.

  1. Team sports should be stressed, even on intramural basis
  2. This is a method of social adjustment.

HEALTH

I. Fear of contagious disease

  A. Not unique to any race

  B. Require immunity and maintain health record

II. Health services

  A. Many Negro children need eye, ear and teeth corrections

  B. Head Start is helping in this.

III. Nutrition

  A. May be undernourished

  B. Breakfast might be served at school

  C. Poor food habits

IV. Cultural patterns affect health habits

  A. Economics are a factor

  B. Goals must be realistic

ADMINISTRATION OF PHYSICAL EDUCATION

I. Required uniforms have advantages and disadvantages

II. Scheduling

  A. Must be group with peers

  B. Random scheduling is ineffective

"TEACHER-PUPIL RELATIONSHIPS"

Dr. Howard Moseley

August 8, 1967

I. The effects of the home upon teacher-pupil relationships

   A. Negative effects
   B. Positive effects

II. Ways of effectively coping with teacher-pupil problems of communication

   A. Understanding communication differences
   B. Positive responses to expressed communication differences

III. The effects of understanding the ethnic groups in a society

IV. The recognition of individual prejudices

   A. Teachers' prejudices
   B. Pupils' prejudices

V. Improved relationships through the acceptance of all pupils as merely another member of the group

VI. The effects of home visitations toward positive teacher-pupil relationships

VII. The importance of recognizing the dignity and worth of all pupils

"PEER-GROUP RELATIONSHIPS AND THE DISADVANTAGED CHILD"

Dr. William L. Hitchcock

August 8, 1967

Dr. Hitchcock began by giving a working definition of the disadvantaged child. He then stated some of the important factors related to educating the disadvantaged:

1. Intellectual factors necessary for achievement in the schools
2. Inadequate nourishment and rest
3. Lack of related educational materials and student encouragement in the home and the community.
4. Weaknesses in the school curriculum program
5. Failure to meet student needs for acceptance and belonging

Dr. Hitchcock then said that the prejudice was the root of many problems encountered in the education of all children, particularly the disadvantaged. These children are victims of discrimination for many reasons such as: race, economic level, personal appearance, etc.

The relationship among peers is such that wide discrimination is practiced. The causes of prejudice are as follows:

1. Political
2. Social
3. Economic
4. Psychological

The social and psychological causes have direct implications for peer-group relationships. Dr. Hitchcock pointed out several examples of social discriminatory practices. He noted the consequences of stereotyping people.

According to Dr. Hitchcock, prejudice has many detrimental effects and consequences in our society. Both the discriminator and the victim are damaged by prejudice.

Dr. Hitchcock remarked that we cannot realistically expect to ever totally eliminate prejudice. He then asked several questions for the group to respond and to which he also responded:

1. What is the relationship of age to developing prejudices and attitudes?

2. What should be the reaction to questions posed by children?

3. What are the effects of overprotecting the disadvantaged youth in peer relationships?

4. How do the attitudes of parents and teachers effect the peer-group relationships?

Dr. Hitchcock summarized his remarks by giving some possible answers to problems experienced in prejudices.

"CLOSING THE ACADEMIC ACHIEVEMENT LEVEL GAP"

Dr. Robert Threatt

August 9, 1967

A. Urgency of the Problem

1. The need for an increasing educated citizenry
2. The rising levels of affluence
3. The rising levels of expectations of submerged and marginal groups.

4. The responsibility of the government to respond to the needs of the people.

B. Status of the Problem

1. The average Negro is one standard deviation below the average white in all areas.
2. At grade six the average Negro is one-half year behind the average white.
3. At grade 9 the average Negro is two and one-fourth years behind.
4. At grade 12 the average Negro is three and one-forth years behind.

C. Causes of the Problem

1. Socio-economic
    a. Low income
    b. Segregation and discrimination
    c. High rate of unemployment
    d. Ghetto living
    e. Language distortion
    f. Inadequate housing
    g. Broken homes

2. Personal
    a. Low level of motivation
    b. Poor speech patterns
    c. Negative self image
    d. Poor health care

3. Educational
    a. Low expectation by teachers
    b. Use of improper tests
    c. Disrespect for so-called "low class values"
    d. Poorly planned curriculum

D. Solutions to the Problem

1. Racially balanced schools
    a. Faculty
    b. Administrative staff
    c. Pupil services

2. Respect for the worth and dignity of the individual

3. Textbooks showing contributions of minority groups

4. Present real life models

5. Use of able teachers, warm and supportive to all children.

E. The Big Challenge
Society and schools demonstrate ways and means as well as innovate others when necessary for establishing, maintaining, and enhancing the educational status of the Negro.

"THE DEVELOPMENT OF SELF CONCEPT"

Dr. Jewel Wade

August 9, 1967

Dr. Wade opened her discussion by defining self-concept as what one thinks about himself.

I. Some causes of a lowering of self concept

1. Children are dirty and the parents do not stress cleanliness.
2. Unemployed parents
3. No interest in school and no feeling that he will accomplish something by being in school
4. Retarded language development
5. Child cannot read
6. Child is antagonistic toward school
7. Child has lazy, sorry parents.

II. In our schools, at the present time, there is descrimination at all levels. Even the textbooks used discriminate against a portion of our children. This interferes with learning and causes a lowering of self concept.

III. In discussing the measuring of self concept, Dr. Wade mentioned that the psychologist believe that we must measure where the childs self concept is already and then improve from there. The psychologist uses various measuring devices.

1. Having the child draw pictures and then analyze them
2. Sociograms
3. Q-Step

IV. Any attempt to measure self concept does nothing toward its improvement. Nothing can take the place of teacher observation. There are several things teachers can do to help improve self concept.

1. Look for good points of every child
2. Get off the parents backs
3. Give the child a place to belong
4. Don't down grade a childs home because this is where he really belongs
5. Make sure the childs needs are being met.

V. The child must have emotional assurance to meet the challenges in school and subjects cannot build this assurance.

1. Every school experience must be utlized to develop healthy self concepts.
2. The school and teacher must adjust to meet the requirements of building self concepts.

VI. Dr. Wade ended her discussion by presenting some objectives which if adopted and adapted will help build self concepts. The objectives are:

1. Each individual must be given a feeling of security by being loved and appreciated.
2. Each individual must have and show respect for the rights and privileges of others.
3. Each individual must have a place in the group, contribute to the group, and share in the responsibilities for group decisions.
4. Each individual must experience success for optimum development.
5. Each individual must have, as a member of the group, the opportunity to face problems, reach conclusions, and evaluate.
6. Each individual should develop and appreciate individual differences.
7. Each individual must have knowledge of and respect for the cultural contributions of all groups in the culture.
8. Each individual must understand his limitations and potentials and he must be able to adjust to them.
9. Each individual must experience unfamiliar situations so he can learn to adjust to new situations.

If a teacher can live up to these objectives, then he can affect the self concept. Teachers must invest time in getting to know his students.

"EDUCATIONAL MEDIA"

Wilbert Maynor, William Norton

August 9, 1967

I. Films from Florida State University, Educational Media Center, Tallahassee, Florida 32306

A. "Portrait of the Inner City," # 2.1165A

B. "Portrait of the Inner City School," # 2.1164A

II. Discussion

A. Do we have children as these in our schools? Classrooms?

B. What can we do to aid teachers better to understand these children?

C. Do you feel that multiethnic textbooks are necessary in the classrooms?

D. What can we do to aid in the development of positive self concepts?

COMMENTS BY THE DIRECTOR OF THE INSTITUTE

Dr. Harold T. Johnson

August 9, 1967

I. Each of us has to determine whether he will be a part of the problem or a part of the solution.

  A. After the intensive program that we have experienced this summer, we should feel as qualified as anyone in the community to offer leadership in regard to this particular problem.

  B. We have considerable responsibility as the education establishment to insure that all the funds available are obtained and that maximum educational services are provided.

  C. We need to realize that change, learning, and growth related to the problem of desegregation is not essentially different than change, learning, and growth related to other problem areas. We should expect to find people at every point on a continuum. Knowing that we work in a society where many points of view are found, what can we do?

    1. We can examine ourselves and try to better understand the nature of our prejudices.

    2. We can improve our efforts in studying other people and situations so that we can assist others.

    3. We can be first to move out in small and somewhat insignificant ways such as:

      a. Extending similar courtesies to all human beings

      b. Failing to reinforce prejudices, hatred, and ignorance when we encounter it.

      c. Accepting responsibility that will help to solve the problem such as: making plans for its solution, accepting teaching position across color lines, attending meetings and participating in the discussion and developing new approaches through individual initiative.

      d. Examining the curriculum in your school system or school in terms of the atmosphere in the school and the curriculum content. Here we should have concern about the disadvantaged minority and the suburban child that is isolated from the society at large.

      e. Offering leadership through asking appropriate questions.

f. Developing relationships with professional colleagues across racial lines. Developing mutual respect and opening lines of communication.

g. Avoiding the assumption that you are a nobody, that you have no power and that you can do nothing about it.

In conducting this desegregation Institute, I hope that we have not told you exactly what do do nor how to do and I hope we have not engaged in indoctrination. I do not believe, however, that you could experience the sessions in this Institute and come out being identically the same person that you were before you started. Perhaps the fact that the human being can learn to change, can adapt, offers some hope to us in finding a solution to the problem and in anticipating a bright future ahead.